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ABSTRACT

Presented here is volume one of a catalog developed by the Toledo, Ohio Public Schools and the Evaluation Center at Western Michigan University and designed as a tool for the evaluation of student growth and learning. The introduction and preface provide information concerning the development and use of these materials which are said to be suggestive rather than prescriptive in nature. Part one consists of a description of student behaviors in seven growth areas, which are divided into subsections within each area, and further divided into student traits. The seven growth areas are intellectual, emotional, physical and recreational, aesthetic and cultural, moral, vocational, and social. Part two consists of a wide variety of measuring devices for the seven growth areas and for a range of age/grade categories which can be used to assess student performance. Three remaining sections facilitate the use of this document. The outline of classes section provides an overview of subsections in each growth area. A cross reference index gives an alphabetical listing of classes, categories, and characteristics keyed to the page on which the narrative is found and followed by the page number of all applicable measuring devices. Finally, the index of measures is organized to provide the page numbers of measuring devices by type and subject. (Author/JCD)

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THE TOLEDO CATALOG:

ASSESSMENT OF STUDENTS AND SCHOOL ADMINISTRATION

draft

JUNE 30, 1980

VOLUME I

students

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PREFACE

This document and its companion document are products which were developed jointly by the Toledo Public School System and the Evaluation Center at Western Michigan University. The development of the products took place during Phase II of the Model for Quality Education Project implemented by the Toledo Public School System. The documents have been produced by a large number of people associated both with the Toledo Public Schools and the Evaluation Center, as well as resource persons from other institutions. This is the second draft of a developing resource.

The general principle guiding the development of the catalog was that evaluation systems for schools should be based on those characteristics which the school district is interested in developing in students and the tasks which administrators must perform to facilitate student development. Consequently, the catalog concentrates on characteristics of students and the administration of the schools which are pervasive in nature and which affect all levels of the school district. These characteristics serve as the major organizers for the documents. The purpose of the documents, however, is to show that a variety of assessment considerations and measuring procedures can be used when collecting information concerning students and school administration.

The organization of each volume of the catalog is slightly different, depending upon whether the contents of the volume concern student or administrative characteristics. The specification of the organization is detailed in the Introduction of each volume.

INTRODUCTION

This introduction to Volume I of the Toledo Catalog contains information about the contents and purpose of the volume, directions for accessing information and a discussion of some selection issues. Information in this Introduction is presented in four sections: (1) Overview; (2) Organization of Volume I; (3) Directions for Use of Volume I; and (4) Choice of Variables or Measuring Devices. The overview contains a brief description of the type of materials in the volume, the purpose of the volume and the rationale used in selecting entries in the volume. Information about the structure of the volume and definitions of terms and of the numbering system are located in the organization section. The Directions for Use section contains directions for locating information and moving from one part of the catalog to another. The Selection section contains a brief discussion of some issues that are relevant to the selection of behaviors and measures which are contained in the volume.

Overview

Content of Volume I

Volume I of the Toledo Catalog is divided into two major sections: A description of behaviors of students in seven growth areas and a description of measuring devices to assess student's performance. The seven growth areas are: (1) INTELLECTUAL; (2) EMOTIONAL; (3) PHYSICAL AND RECREATIONAL; (4) AESTHETIC AND CULTURAL; (5) MORAL; (6) VOCATIONAL; and (7) SOCIAL.

Part I - The Narrative Entries section contains the seven growth areas (CLASSES), divided into homogeneous subsections (categories) within each area, and further divided into student traits (characteristics) for which descriptive information and elaboration is provided. This descriptive information includes examples of some of the behaviors which represent the traits.

Part II - The Descriptions of Measures section provides an alphabetical listing of measures used to assess student performance. The three additional sections of the volume provide a mechanism for quick review of the material and assessing various parts. The Outline of Class section provides an overview of all subsections within each growth area. Two types of indices are available. The

Cross Reference Index is an alphabetical listing of all classes, categories, and characteristics keyed to the page on which the narrative is found and followed by the page number of all applicable measuring devices. The Index of Measures is organized to provide the page numbers of measuring devices by type and subject of the device.

Purpose of Volume I

The volume should serve as a resource to obtain information about the processes and outcomes of student learning and growth. Use of the catalog is intended to provide a more complete view of student learning and growth than can be obtained from a typical testing program which assesses specific achievement. Traditional school subject achievement areas or curriculum areas (reading, science, mathematics, etc.) may be represented in categories in one CLASS or by traits in traditional areas. The seven growth areas represent global educational goals--areas of development that a school system hopes to influence by providing learning opportunities or experiences in specific content areas. The measuring devices provide a means for assessing the development of processes and outcomes in each area.

The catalog is intended to be a resource for a wide variety of people: 1) It can be used to evaluate overall impact on students; 2) It can be used to identify impacts within a specific growth area; or 3) It can be used to identify strengths and deficiencies at various levels in one school district.

It is important to recognize, however, that the catalog materials represent suggestions and examples. They are not intended to be prescriptive, but rather, to represent a sampling of the components of each of the growth areas and a sample of measuring devices. The content of the catalog should not serve to restrict an area or to prescribe course or curriculum content. The information should serve as indicators of the nature of each growth area. Moreover, the measuring devices in the catalog may not prove useful in all situations.

Rationale for Catalog Entries

The catalog was developed jointly by the Toledo Public School System and the Evaluation Center at Western Michigan University. The content of the document represents areas of intended student growth by the Toledo Schools. The components of each growth area and specific characteristics were initially developed by Toledo teachers, counselors, curriculum specialists and administrators. In addition, these individuals provided examples of student behaviors associated with the characteristics. With the help of curriculum experts at Western Michigan University, consultants from other institutions and a review panel of Toledo personnel, the original work was refined to be congruent with the goals of the project.

The entries in Part I represent a sampling of behaviors, skills and traits of each growth area. The listings of characteristics and examples of behaviors used to elaborate the meaning of the characteristic, don't exhaust the domain of each growth area. Catalog users should expect to add to the lists to include behaviors or skills which are unique to classroom experience, instructional materials or student need. Likewise, users should expect that not all traits or examples are applicable to each school, classroom or individual student. The entries of Part I have been selected to reflect a variety of goals and values represented in any one setting and to serve as a catalyst to broaden each growth area.

The entries in Part II represent a wide variety of measuring devices for the growth areas. Inclusion of an instrument in the catalog IS NOT a recommendation for the instrument in all settings. Measures were selected on the basis of information obtained from test evaluation literature and from developers of tests. The criterion for inclusion of a device was its apparent relevance to a characteristic or category in Part I. No attempt was made to screen based on technical quality. In fact, this screen is not recommended because the quality of the device depends on the uses made of the resulting data. The inclusion of a variety of measuring devices allows access to different forms of data and enhances selection of a device for specific informational needs.

The catalog is not finished, nor was it intended to ever be finished. It is a resource for an information system and is valuable only if it is continually reviewed, revised, and updated to meet the changing needs of the school district. Users should continually refine the components of the growth areas, and add or delete measuring devices as needed. The format of the book is designed to facilitate these changes, i.e., ring binder and variable printing style. This draft of the catalog represents a significant step as a resource for Toledo in acquiring information about its students and the school system which serves them. After information becomes available concerning its use in the Field, it should be revised.

Organization

This volume has seven different components. Two of the components are substantial and five are facilitative. The substantial sections are Part I (Narrative Entries) and Part II (Description of Measures). The Outline of Classes is presented to facilitate a quick understanding of the general areas of student behavior presented in the document. The Preface and Introduction provide information concerning the development and use of the volume. Two indices are provided to facilitate use. The Cross Reference Index is organized by student behavior areas and accesses the measuring devices whereas the Index of Measures organizes the type and subject of the measuring device.

A standard format differential and numerical coding system are used throughout the catalog with the seven growth areas providing an organizational framework. The following definitions may help in understanding the structure:

CLASSES: The seven student growth areas: INTELLECTUAL, EMOTIONAL, PHYSICAL AND RECREATIONAL, AESTHETIC AND CULTURAL, MORAL, VOCATIONAL, AND SOCIAL. CLASSES are printed in capital letters in all sections of the volume.

CATEGORIES: Skill areas within a CLASS. The Categories represent major subdivisions or components within a CLASS. Healthful Living and Technology are examples of Categories. Category names are underlined in all sections of the volume.

CHARACTERISTICS: Specific student traits within a Category. Nutrition and Word Usage are examples of characteristics.

MEASURING DEVICES: Instruments or procedures that can be used to obtain information about student achievement, knowledge, attitudes or skills. Examples of measuring devices are tests, surveys, questionnaires, observational schedules, rating scales and checklists.

A numbering system is used throughout the catalog to reference student behaviors as CLASSES, Categories, or characteristics. One digit numbers refer to a CLASS: 1-INTELLECTUAL; 2-EMOTIONAL; 3-AESTHETIC AND CULTURAL; 4-PHYSICAL AND RECREATIONAL; 5-MORAL; 6-VOCATIONAL; and 7-SOCIAL.

Two digit numbers have been assigned to Categories with the left-hand digit indicating the CLASS to which a Category belongs: 1-1, for example, references the first CLASS (INTELLECTUAL) and the first Category, in that class, Thinking and Problem Solving.

Three digit numbers identify characteristics: 1-1-1 refers to Creative Thinking, the first characteristic in Category 1-1 Thinking and Problem-Solving.

Other examples of characteristics are:

2-2-1 Acceptance of Emotions

The class is 2, EMOTIONAL, the Category is 2 Understanding Emotions, the characteristic is 1, Acceptance of Emotions.

3-1-2 Hygiene and Health Maintenance

The class is 3, PHYSICAL AND RECREATIONAL, the category is 1, Healthful Living, the characteristic is 2, Hygiene and Health Maintenance.

Part I of the volume presents narrative descriptions of each of the entries in numerical order. The narrative descriptions of the class and categories provides an overview of the individual student traits, which are presented at the characteristic level. The narrative presentation of the characteristics includes a short description of the characteristic followed by a sample of student behaviors at the characteristic level. The samples of behaviors do not exhaust the ways in which achievement in a particular characteristic may be exhibited. Nor are examples given at all age levels for children. To facilitate the development and refinement of the catalog, Part I is printed on a single side of the page to allow the user to write comments on the facing page for any characteristic.

The measuring devices are presented in Part II in alphabetical order. Each description of a measure gives the purpose for which the test or device was developed, a description of what the test measures, a description of the test itself, (e.g., time, test length, item format), a description of the technical quality indicators available for the measure, and the name and address of the person from whom the device is available. The Measuring Devices do not indicate the characteristic which is to be assessed; however, the Cross Reference Index is to be used to associate measures with characteristics and Categories.

The Volume contains two unique indices. The Cross-Reference Index is an alphabetical listing (by Key word) of all CLASSES, Categories, and characteristics. The entry in the listing is followed by two sets of page numbers, i.e., the first number indicates the page on which the narrative description of the item may be found. The second series of numbers indicates the measuring devices relevant to the item. The second index (Index of Measures) organizes the measurement entries by content matter and type. The entries list the names of the tests and specifications of restricted grade level along with the page on which the description may be found.

Directions For Using Volume I

The catalog can be used in several ways but the particular informational needs of a user determine the most efficient method for locating information. The volume can be entered in any of five places: (1) The Outline of Classes, which begins on page one; (2) Part I, Narrative Descriptions of CLASS, Category and characteristics (p. 9); (3) Part II, The Measurement Descriptions (p. 99); (4) The Cross Reference Index (p.350); (5) The Index of Measures (p.366). The examples which follow describe some of the ways Volume I can be used and provide directions for use.

1. To Obtain An Overview Of The Materials In Volume I:
   - A. Read the INTRODUCTION
   - B. Read the Outline of Classes

2. To Obtain Catalog Information About A General Topic Or Area Of Interest (Such As Mathematics):
   - A. Search the Cross Reference Index for entries which may be related to the topic and note the page numbers and catalog code numbers.
   - B. Use the Code number to check the Outline for placing the topic of interest into other topic areas.
   - C. Use the first page number provided to access the entry in Part I.
   - D. Use the second set of numbers to review the measuring devices relevant to selected topic.

3. To Obtain Information About The Nature Of A CLASS
   - A. Review the outline of that CLASS presented in the first eight pages.
   - B. Search the Cross Reference Index to find the page number of the narrative description of the class in Part I.
   - C. Locate the CLASS in Part I by using its code number. (Classes are arranged in numerical order.)

4. To Obtain Information About The Nature Of A Category

   A. Follow the same procedure outlined above in three.

5. To Obtain Information About A Specific Test or Measuring Device

   A. If the name of the device is known, simply look up the name in Part II, (Measurement descriptions are in alphabetical order by name in each subdivision by type).
   B. If the name is not known, but general content area and type are known, search the Index of Measures for the name of the TEST and page numbers.

6. To Obtain Information About All Tests Appropriate For A Specific Grade Level

   This question cannot be directly answered within the structure of the present Catalog. The premise of organization of the book dealt with being able to access measuring devices for areas of purported interest.

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Choice of Variables or Measuring Devices

The catalog has been designed to present options from which to select either in terms of variables (student behaviors) or techniques of measurement. The items which are presented in Part I should not be considered as congruent with objectives of instruction in all classes at all levels. Rather, they represent student behaviors which are often worth pursuing. Also, as stated above, the catalog is in draft form. Two revisions need to take place. First, revisions will be made based upon a field test of the document. Second, continual updating of the material in its field tested form is necessary for the information in the volume to remain current.

The selection of a measuring device involves various interdependent items. Before any testing is done, one should consider the trade off between the need for information about the student and the amount of testing which is already going on in the schools. The question of how much testing is adequate can only be answered by the individuals who are in need of the information and the decisions which will be served by that information. If the decision is to test, then one must decide what measuring device to use. The descriptions of the measures in Part II often contain warnings about uses of the instrument. That is, some instruments are designed for individual diagnosis only while others are designed to survey large groups. Some instruments have various kinds of normative data available, while others have none. Some instruments have excellent reliability and validity, while others are experimental in nature. The targets of the devices in Part II rarely match exactly the description of a characteristic in Part I. Persons selecting from the material presented MUST ask themselves why they want the information.

INTELLECTUAL

1-1 Thinking and Problem-Solving

- 1-1-1 Creative Thinking
- 1-1-2 Critical Thinking
- 1-1-3 Problem Identification
- 1-1-4 Forming and Selecting Solutions
- 1-1-5 Testing Hypotheses and Observing Results

1-2 Reasoning

- 1-2-1 Deductive Reasoning
- 1-2-2 Inductive Reasoning
- 1-2-3 Logic

1-3 Speaking and Listening

- 1-3-1 Mechanics of Speech
- 1-3-2 Spoken Vocabulary
- 1-3-3 Speaking for Conversation
- 1-3-4 Speaking for Presentation
- 1-3-5 Listening for Facts/Information
- 1-3-6 Listening for Richness of Meaning

1-4 Reading

- 1-4-1 Word Recognition
- 1-4-2 Word Usage
- 1-4-3 Vocabulary
- 1-4-4 Syntax
- 1-4-5 Critical Comprehension
- 1-4-6 Comprehension
- 1-4-7 Foreign Languages

1-5 Writing

- 1-5-1 Spelling
- 1-5-2 Punctuation
- 1-5-3 Mechanics of Sentences
- 1-5-4 Mechanics of Paragraphs
- 1-5-5 Written Communication
- 1-5-6 Symbolic Systems in Writing
- 1-5-7 Foreign Languages

1-6 Study Skills

1-6-1 Outlining and Summarizing
1-6-2 Note Taking
1-6-3 Use of Reference Materials and Books
1-6-4 Use of Library

1-7 Mathematics

1-7-1 Symbols
1-7-2 Whole Number Operations
1-7-3 Rational and Real Number Operations
1-7-4 Word Problems
1-7-5 Measurement
1-7-6 Metrics
1-7-7 Algebra
1-7-8 Geometry
1-7-9 Trigonometry
1-7-10 Calculus
1-7-11 Statistics and Probability

1-8 Sciences

1-8-1 Aerospace Sciences
1-8-2 Applied Sciences
1-8-3 Earth Sciences
1-8-4 Life Sciences
1-8-5 Physical Sciences
1-8-6 Social Sciences

1-9 Technology

1-9-1 Communications Equipment
1-9-2 Informational Processing Equipment
1-9-3 Mechanical Equipment
1-9-4 Transportational Equipment

EMOTIONAL

2-1 Developing a Positive Self-Concept

- 2-1-1 Personal Self-Concept
- 2-1-2 Social Self-Concept
- 2-1-3 Importance of a Positive Self-Concept

2-2 Understanding Emotions

- 2-2-1 Acceptance of Emotions
- 2-2-2 Actions vs Reactions

2-3 Environmental Causes of Emotions

- 2-3-1 Physical
- 2-3-2 Psychological
- 2-3-3 Social

2-4 Positive Mental Health

- 2-4-1 Coping with Aggression
- 2-4-2 Developing Outlets
- 2-4-3 Developing Controls
- 2-4-4 Knowledge of Types of Support

PHYSICAL AND RECREATIONAL DEVELOPMENT

3-1 Healthful Living

3-1-1 Nutrition
3-1-2 Hygiene and Health Maintenance
3-1-3 Special Health Problems of School Age Children
3-1-4 Safety
3-1-5 Emergency Medical Treatment

3-2 Physical Development

3-2-1 Coordination and Agility
3-2-2 Endurance and Strength
3-2-3 Sequency of Movement

3-3 Athletics Development

3-3-1 Sportsmanship
3-3-2 Participation in Sports
3-3-3 Lifelong Sports Development
3-3-4 Competitive Sports

3-4 Leisure Activities

3-4-1 Appreciation of Outdoor Activities
3-4-2 Exploration and Development of Hobbies

AESTHETIC AND CULTURAL

4-1 Visual Arts

4-1-1 Exploration
4-1-2 Production
4-1-3 Appreciation
4-1-4 Criticism

4-2 Auditory Arts

4-2-1 Exploration
4-2-2 Production
4-2-3 Appreciation
4-2-4 Criticism

4-3 Dance Arts

4-3-1 Exploration
4-3-2 Production
4-3-3 Appreciation
4-3-4 Criticism

4-4 Literary Arts

4-4-1 Exploration
4-4-2 Production
4-4-3 Appreciation
4-4-4 Criticism

4-5 Theatrical Arts

4-5-1 Exploration
4-5-2 Production
4-5-3 Appreciation
4-5-4 Criticism

MORAL

5-1 Moral Thinking

- 5-1-1 Choices vs Actions
- 5-1-2 Fact Gathering and Evaluation
- 5-1-3 Formulating Principals
- 5-1-4 Judgment Making
- 5-1-5 Justice

5-2 Moral Development

- 5-2-1 Moral Principles
- 5-2-2 Personal Code of Conduct
- 5-2-3 Values Clarification
- 5-2-4 Respect for Other's Values

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VOCATIONAL

6-1 Personal Awareness and Development

6-1-1 Understanding of Interests
6-1-2 Understanding of Technical Skills
6-1-3 Understanding and Development of Interpersonal Skills
6-1-4 Development of Decision-making and Planning Skills
6-1-5 Development of Work Values

6-2 Occupational Awareness

6-2-1 Art, Design and Communication Operations
6-2-2 Government Careers
6-2-3 Health Occupations
6-2-4 Industrial Occupations
6-2-5 Office Occupations
6-2-6 Scientific and Technical Occupations
6-2-7 Service Occupations
6-2-8 Transportation Careers

6-3 Technical Skill Development

6-3-1 Art, Design and Communication Occupations
6-3-2 Government Careers
6-3-3 Health Occupations
6-3-4 Industrial Occupations
6-3-5 Office Occupations
6-3-6 Scientific and Technical Occupations
6-3-7 Service Occupations
6-3-8 Transportation Careers

6-4 Exploration of Careers

6-4-1 Art, Design and Communication Occupations
6-4-2 Government Careers
6-4-3 Health Occupations
6-4-4 Industrial Occupations
6-4-5 Office Occupations
6-4-6 Scientific and Technical Occupations
6-4-7 Service Occupations
6-4-8 Transportation Careers

SOCIAL

7-1 Positive Social Behaviors

7-1-1 Altruism
7-1-2 Autonomy
7-1-3 Empathy
7-1-4 Responsibility
7-1-5 Respect

7-2 Developing Positive Social Behaviors

7-2-1 Play
7-2-2 Role Taking Skills
7-2-3 Etiquette

7-3 Social Competence

7-3-1 Positive Role Interactions
7-3-2 Citizenship
7-3-3 Family Relations

7-4 Personal vs Social Interactions

7-4-1 Effect of Personal Behaviors on Others
7-4-2 Understanding of Similarities and Differences of Others

7-5 Social Awareness

7-5-1 Cultural and Ethnic Differences
7-5-2 Ecological/Environmental Knowledge
7-5-3 Consumer Skills
7-5-4 Social Agencies and Community Resources
7-5-5 Legal Awareness

1 INTELLECTUAL

This class covers the broadest and most complex areas of learning. It encompasses not only the mental processes of thinking and communication, but also the practical application of these abilities in the curricular areas. General intellectual abilities include: thinking, problem solving and reasoning; communicative skills of reading, writing, speaking, listening and studying. Additionally, the traditional areas of academic study such as mathematics and the sciences are in this class.

1-1 Thinking and Problem Solving

This category concerns a skill which cuts across all of the content areas of academic instruction. It also requires the student to integrate content so that information can be used to solve problems, or generate unique concepts.

1-1-1 Creative Thinking

Creativity is the ability not only to be original, in the sense of generating a concept or solution that did not exist before, but also the ability to see relationships between known objects that are unusual. Two primary dimensions of creative thought are fluency and flexibility, i.e., the ability to generate many possible ideas relevant to the topic and the ability to develop new or unusual relationships.

Samples of creative behavior that students may exhibit are:

- using available materials in a variety of imaginative ways
- sharing new discoveries
- giving various descriptions of a single object
- showing different uses of a common object
- being open to a variety of solutions

1-1-2 Critical Thinking

Critical thinking is the process by which students form judgments concerning information at hand. It allows them to organize information and evaluate ideas on the basis of clarity, consistency, precision, ambiguity and validity.

Samples of student behaviors which exemplify critical thinking are:

- drawing an inference from information presented
- finding inconsistency in an editorial
- asking for evidence to support a proposition
- differentiating between opinion and fact
- differentiating among various sources of information on the basis of validity of information

1-1-3 Problem Identification

Problem identification requires that the student be able to differentiate between relevant and irrelevant components of a situation. Identification of the problem includes the specification of the effects which are of interest and aspects of the context which should be considered.

Samples of how students can show their ability to identify problems include:

- describing relationships between causes and effects
- discussing which aspects of a problem are relevant and which are not
- anticipating short and long term consequences of problem solutions
- arguing for the relevance of a perceived problem
- presenting a problem and its key elements to another person

1-1-4 Forming and Selecting Solutions

The ability to generate alternative solutions to a problem and to select a reasonable solution is critical for students. This characteristic is at the heart of problem solving. It is not enough to be able to identify a problem. The student must be able to generate several activities which may solve the problem, critically evaluate the possible solutions against a set of criteria, and select one to try.

Behaviors which are relevant to this characteristic include:

- establishing criteria by which solutions may be judged
- collecting information about possible strategies
- formulating several courses of action
- defending a course of action on information available
- listing constraints for prospective solutions

1-1-5 Testing Hypotheses and Observing Results

The problem-solving process involves the ability to be open to the outcomes of the selected solutions. This characteristic includes skills related to accurate observation, sensitivity to detail, critically analyzing information, and making judgments about the adequacy of outcomes.

Samples of student behaviors which exemplify this characteristic are:

- collecting information about the effects of a solution
- testing a solution in a systematic fashion
- being sensitive to events which occur in tandem with a tested hypothesis
- establishing criteria by which the hypothesis will be judged
- generating alternative explanations which are plausible for a result

1-2 Reasoning

This category contains characteristics which describe the rules by which explanations are given. Things become known and comprehensible in a variety of ways. Students who are equipped with skills in reasoning are able to offer explanations and justifications for propositions of fact.

1-2-1 Deductive Reasoning

This characteristic reflects the ability of a student to move from general known axioms to specific instances of truth. It enables the students to use general rules to form specific solutions.

Examples of deductive reasoning are:

- formulating syllogisms for editorials
- discussing the veracity of a major premise
- finding hidden assumptions in arguments
- using Venn diagrams to show a syllogism
- describing a minor premise

1-2-2 Inductive Reasoning

This characteristic reflects the ability of a student to formulate general statements from specific instances. It enables the student to move from the specific to the more general case and draw inferences about new situations.

Examples of inductive reasoning are:

- combining facts to see and make relationships
- formulating a principle after observing particulars
- noting conditions underwhich a principle holds true
- abstracting common elements from a series of concrete events

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1-2-3 Logic

This characteristic reflects the ability of a student to use the formal rules of argument. It allows the individual to comment on the validity of an inference or the demonstration of truth. The tools of logic allow an individual to draw inferences reasonably from events and circumstances.

Behaviors which show that a student is applying the rules of logic include:

- showing that a conclusion does not follow
- showing the relationship between statements in an argument
- discussing the technique used in advertising
- using the rules of formal arguments in debates

1-3 Speaking and Listening

This category contains aspects of oral communication which includes both sending and receiving information. Speaking and listening are the first forms of communication used by students. They are refined in school and enriched by aspects of the school program.

1-3-1 Mechanics of Speech

The power of the spoken word comes not only from the meanings which are attached to the words themselves, but also from the way in which they are said. To enhance the power of oral communication the students should be aware of principles of speech.

Behaviors which show understanding and use of mechanics of speech include:

- use of intonation or modulation of the voice to change meanings
- use of pitch or tonal quality in speech to signal variations in meaning
- pronunciation which takes into account juncture of phonemes
- use of phonic analysis to guide the pronunciation of words
- identification of dialects

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1-3-2 Spoken Vocabulary

The first communication skill that a human has is the ability to speak. Language is primarily oral. Children usually begin reading only words that they have been pronouncing correctly for years. It is essential for a student to be as careful with the vocabulary he/she uses to converse with, as it is for him/her to enhance sight vocabulary.

Indicators that the student is aware of an oral vocabulary include:

- sensitivity to the use of homophones
- use of sematic and syntactic clues appropriate in oral language
- recognization of the difference between an utterance and a sentence
- sensitivity to the different contexts which affect the appropriateness of some words

1-3-3 Speaking for Conversation

The use of oral communication in conversation requires more than the simple mechanics of speech. Conversations are an interaction between a group of individuals or a dyad of individuals which require both listening and speaking skills.

Speaking in this setting includes concepts of oral participation, richness and appropriateness of oral vocabulary, organization of thought reflective of grammatical structure, competence in use of inflection, modulation and other methods of voice control as well as the awareness of the social value of conversation.

Examples of student behaviors of this characteristic are:

- articulation and clarification of views on issues of personal importance
- use of language creatively to express feeling of self or others
- restatement of a position taken by another in the conversation with different words
- use of persuasion to achieve desired results
- initiation of conversations

1-3-4 Speaking for Presentation

The use of oral presentation before a group within a given time frame is a more formal use of speech than conversations. It requires planning time and practice for delivery.

Examples of this skill are:

- analysis of the audience for a speech
- use of correct pitch and stress
- use of context and punctuation to make points
- use of visual aids integrated into the oral presentation
- participation in debates

1-3-5 Listening for Facts/Information

Listening is a skill which allows the learner to gain new knowledge and understanding. It requires practice and attention on the part of the learner. Listening is defined to include the broad concepts of awareness, perception and comprehension.

Examples of this skill include:

- remembering directions when they are given orally
- repeating accurately what is heard
- repeating a sequence of events
- determining the main objective and organization of ideas in an oral presentation
- repeating main and sub points made by a speaker

1-3-6 Listening for Richness of Meaning

Since oral communication allows the speaker to convey more than the simple meaning of words through inflection and modulation of voice, students should develop the ability to listen for more than simple factual meaning. Listening for richness goes beyond the simple recall of words used by the speaker.

Examples of listening for richness of meaning are:

- constructing visual images while listening
- grasping meaning from contextual clues
- determining authenticity or bias in the speaker
- distinguishing between fact and opinion of the speaker
- understanding the role of the speaker and/or listener in the communication process

1-4 Reading

Reading is not a simple mechanical skill; nor is it a narrow scholastic tool. Properly cultivated, it is essentially a thoughtful process. Success in reading is dependent upon the total process of child growth and development. Components of reading include associating meanings and sounds to the written letters or the graphic symbols of language and larger units of symbols such as sentences and paragraphs.

1-4-1 Word Recognition

This characteristic involves the ability of a student to recognize, pronounce and attach meaning to a set of graphic symbols which form a word.

Examples of this skill in individuals might include a student:

- having a sight vocabulary which reflects growth over time
- being able to sound out words, i.e., sound and connect phonemes into a chain of integrated sounds to make a new word
- recognizing the difference between homographs and homophones
- creating new words by the use of suffix and prefix

1-4-2 Word Usage

This characteristic involves the ability of the student to use words to make new words. It also allows the student to show that the meaning of a word is enhanced by the context in which it is used.

Examples of this ability are:

- generation of compound words
- use of inflectional endings including er, est, ed, ings, and es
- use of prefixes and suffixes
- reversing compound words

1-4-3 Vocabulary

This characteristic includes a breadth of words and expressions which enable the student to communicate meaning through language.

Examples of behaviors which indicate the breadth of vocabulary are:

- use of antonymns and synonyms
- use of homonyms and heteronyms
- use of figures of speech, idiomatic expressions and slang expressions
- understanding of the root language of various English words

1-4-4 Syntax

Syntax is the grammar of the language. Grammar is a set of rules governing the use of the language so that people can communicate meaningfully with each other.

Examples of behaviors which show knowledge of syntax are:

- knowledge of basic sentence patterns
- knowledge of parts of speech
- use of variations of the basic sentence patterns
- use of both passive and active forms of sentences
- transformation of sentences by changing nouns to verbs or using qualifiers such as until, if and because

1-4-5 Critical Comprehension

Critical comprehension is the application of comprehension skills in reading and applying judgmental, evaluative and selective skills while reading. Interpretive skills include learning to anticipate meanings, drawing inferences, drawing generalizations, and selecting and evaluating concepts.

Examples of behaviors which show critical comprehension skill are:

- selecting material pertinent to a given topic
- judging emotional response to what is read
- predicting what will happen next
- identifying ideas which are implied but not stated
- identifying overstatements or unfounded claims

1-4-6 Comprehension

Literal comprehension requires basic skills in understanding vocabulary, remembering and using what one has read, finding details, following directions, and understanding paragraph organization. It also requires getting meanings from context through such abilities as finding the main idea, putting ideas in proper sequence to tell a story or finding pertinent information in paragraphs to answer questions.

Examples of behaviors which show comprehension skill are:

- determining if a sentence explains why, when or where
- putting ideas in proper sequence in a story
- developing a wide vocabulary
- understanding antecedents or pronoun referents in a sentence
- outlining paragraphs

1-4-7 Foreign Languages

Skill in assimilating meaning from written symbols is not limited to the use of the English language only. Individuals are faced with the interpretation of meaning from many different systems of symbols. The ability to gain meaning from several symbolic systems adds flexibility to an individual's learning opportunities.

Examples of skills in different systems of symbols include:

- reading a menu in a French restaurant
- understanding international signs
- reading a Spanish novel
- reading a play in German
- reading a Polish newspaper

1-5 Writing

Just as speaking is a form of communication which provides for immediacy and expediency of expression, written communication permits word and thought precision and clarification. As a more lasting form of communication, written expression allows for time and distance factors. Opportunity to return to the written page any number of times provides greater insight into, and appreciation of, the words.

1-5-1 Spelling

The ability to accurately represent the graphic form of a word enables the student to adequately express his/her ideas in written form.

Examples of the behaviors associated with the skill of spelling are:

- understanding spelling as sound correspondence
- ability to use the dictionary to look up unknown words
- knowledge of rules for adding suffixes to words
- using phonic analysis in spelling
- knowledge of syllabic consonants and silent letters

1-5-2 Punctuation

Punctuation marks in written material give meaning to connected written discourse. Failure to give proper attention to punctuation is certain to weaken meaningful understanding of sentences and longer written units.

Examples of the behaviors associated with skill in punctuation are:

- showing how different punctuation marks at the end of a sentence change the meaning
- using commas to set off expressions of ideas
- using appropriate marks to set off clauses or parts of sentences
- using commas to set off words written as a series
- using punctuation marks when reading to aid in interpretation

1-5-3 Mechanics of Sentences

The sentence is the smallest unit of written communication which contains a complete idea. Recognition of the sequence of ideas in a sentence and the ability to construct various forms to sentences to communicate ideas, both complex and simple, allow the students more options in the communication process.

Examples of the behaviors associated with the mechanics of sentence construction are the:

- ability to write a simple declarative sentence
- knowledge of the parts of speech and their relationship to sentence construction
- ability to write complex sentences
- ability to identify incomplete sentences
- ability to identify run-on sentences

1-5-4 Mechanics of Paragraphs

This characteristic involves the development of the ability to put sentences together to communicate more complex sets of ideas. Paragraphs are more than the simple linking of sentences.

Examples of behaviors which exemplify this characteristic are:

- writing a topic sentence
- sequencing events in a story paragraph
- varying the length and complexity of sentences in a paragraph
- summarizing a composition with a paragraph
- describing the structure of a paragraph

1-5-5 Written Communication

This characteristic represents the understanding which is developed by students concerning the variety of forms which written communication can take and the match between form and function. The ability to use various forms of written communication is enhanced by the understanding of when those forms are appropriate.

Examples of various forms of written communication which students can produce are:

- a letter of application for a job
- an article for the school newspaper
- a research report or term paper
- a poem
- a personal letter or thank you note

1-5-6 Symbolic Systems in Writing

The ability represented by this characteristic can be represented in a wide variety of graphic systems. Students who are aware of the variety of systems which can be used in various situations enhance their ability to communicate in written form. However, the signs must be produced legibly so that another may read them.

Examples of using symbolic systems in writing include:

- printing the alphabet
- cursive reproduction of print
- mathematical sentences
- chemical sentences
- international signs

I-5-7 Foreign Languages

Skill in the ability to communicate in the form of written symbols is not limited to the use of the English language system only. Nor does the ability to legibly reproduce alternative symbols ensure that communication will take place in written form. The ability to convey meaning in a foreign language implies an understanding of the structure of that written system.

Examples of the skills in different languages include:

- writing a computer program in FORTRAN
- writing a poem in Spanish
- writing a personal letter in German
- completing an algebraic proof
- writing a story in French

1-6 Study Skills

The ability to study successfully in the content areas is represented by skills beyond simple reading comprehension and attentive listening. Skills that allow for effective study include learning to locate information, learning to take notes and skills of organization such as outlining and summarizing.

1-6-1 Outlining and Summarizing

The ability to condense material into only important facts allows an individual to study in a parsimonious and systematic fashion. Outlines can be used to condense a great deal of material for either study or for verbal presentations. Summaries, on the other hand, take information and put it into narrative form.

Examples of student behaviors which show the ability to outline and summarize are to:

- give main and subordinate topics in an outline
- put ideas together from various sources in outline form
- write a summary using an outline
- write a summary of material presented in graphs, charts, or pictorial material
- construct a chart as a summary of material presented narratively

1-6-2 Note Taking

The ability to take notes from information either heard or read allows the student to rehearse the material or study it in condensed form. Good notetakers organize the material as they see or hear it and are able to determine what is important enough to write down.

Examples of behaviors which show notetaking ability are:

- writing notes during a lecture
- using an outline format when taking notes from books
- taking notes in chart form
- indicating origin of information, i.e., footnotes or bibliographies
- writing notes with spaced intervals of listening or reading

1-6-3 Use of Reference Materials and Books

The ability to locate information in various reference materials or textbooks allows individuals to exhibit problem solving behaviors while they study. This skill allows the student to become a self-learner.

Examples of behaviors which show knowledge of reference materials and books are:

- finding words in a dictionary
- locating information in the encyclopedia
- using a table of contents to locate topical organization of books
- using an index to locate information in a book
- locating information by using knowledge of alphabetizing

1-6-4 Use of Library

The search for information needs to go beyond the materials which are immediately available to the individual. In order to get information from the resources which are stored in the library the student must understand the system by which the library is organized and what one may typically expect to find in the library.

Examples of behaviors which show skill in the use of the library are:

- the ability to use the card catalog
- the ability to use appropriate indexes, e.g., Readers' Guide to Periodical Literature or Who's Who
- the ability to locate and use non-print materials in the library
- knowledge of the shelf plan and floor plan of the library
- knowledge of the Dewey-decimal system, Library of Congress system or other methods which will locate materials

1-7 Mathematics

Understanding quantitative concepts and dealing with them is a critical skill in our complex and technological society. The ability to think and communicate in quantitative terms is a necessary lifetime skill. Mathematics as a category includes not only dealing with numbers and shapes, but also higher order mathematical operations which are essential for some occupations and/or further formal education.

1-7-1 Symbols

Mathematics as a language form provides the individual with a vast array of symbols to understand and use. Some of the symbols represent mathematical operations, some represent numerical concepts and others communicate meaning about shapes.

Examples of student behaviors which show an understanding of mathematical symbols are:

- expressing the concept "four" in two different bases
- showing different symbols to indicate the operation multiply
- identifying the symbol for angle and triangle
- expressing a numeral in Roman Numerals
- expressing the written form of a numeral aloud

1-7-2 Whole Number Operations

The ability to deal with the operations of whole numbers is important not only because it is an enabling skill for higher mathematics, but also it is critical to the economic survival of the individual student. Any meaningful use of numbers, as producers or consumers in our society, depends upon a working knowledge of basic arithmetic processes.

Examples of student behaviors which show arithmetic ability with whole numbers are:

- forming the union of two sets
- adding three or more addends which involves carrying
- identifying the answer in subtraction as the "difference"
- using the distributive property when multiplying
- identify missing factors in a product

1-7-3 Rational and Real Number Operations

The ability to deal successfully with decimal and fractional numbers is essential to surviving in our culture. A successful consumer must be able to calculate costs per unit in order to comparatively shop. Homemakers must know how to reduce or expand measures in a recipe to prepare an adequate amount of food.

Samples of computation skills with rational and real numbers are:

- finding a common denominator for addition or subtraction of fractions
- forming a mixed number from improper fraction
- computing the product of a whole number and a fraction
- renaming a common fraction with a decimal equivalent
- finding a quotient when the devisor and dividend are decimal numbers

1-7-4 Word Problems

Word problems represent the ability to deal with two symbolic systems in problem-solving. Thus, the student must use both reading comprehension skills and mathematical skills to solve problems.

Given a story problem to solve, samples of this behavior are:

- identifying the operation that should be performed based upon the story
- writing the numerical concepts presented in the story in the form of a mathematical sentence
- identifying the sequence of operations to be performed
- identifying patterns in paired information presented in the story
- identifying statements involving proportionality and supply missing numbers

1-7-5 Measurement

Skills involved with measurement not only require the ability to deal with the quantitative concepts which are the results of the measurement process, but also require that the student be facile with the tools of measurement in various areas, e.g., time, volume, and currency.

Behaviors which show the ability to measure include:

- finding the perimeter of a straight lined figure
- dividing the curcumference of a circle into equal segments
- measuring a box and finding the volume
- converting units of time from one to another, i.e., days to weeks
- making change

1-7-6 Metrics

As we move as a society into communicating measures of length and volume with metric measurement, individuals must be facile in a system of measurement which is not as well known by the adult population.

Examples of the use of metric measures are:

- requesting a half liter of water
- expressing height in meters
- stating the relationship between meters, centimeters, feet and yards
- converting Fahrenheit degrees to Celsius degrees
- converting pounds to kilograms

1-7-7 Algebra

Work with equations and inequalities enables individuals to apply formulas and solve problems. Preparation and interpretation of graphs is another skill associated with algebra.

Samples of algebraic skill are:

- stating a rule from a table of inputs and outputs
- finding the value of an unknown in an equation
- solving an inequality
- expressing a number by using exponents
- ploting points which are represented by ordered pairs

1-7-8 Geometry

Every individual lives in a world of relative place and shape. From this, geometry should arise. The geometric form of physical objects and the relative location of objects are the essence of geometry.

Samples of behaviors which reflect an understanding of geometry are:

- identifying various plane figures, e.g., circles, squares, triangles
- listing the related parts of a plane figure, e.g., center, radius, diameter, chord of a circle
- identifying and naming solid figures, e.g., cubes, prisms, cylinders
- identifying figures as congruent or non-congruent
- identifying the relationship between line segments, e.g., parallel, intersecting or perpendicular

1-7-9 Trigonometry

Trigonometry is a branch of mathematics which blends the concepts of functional relationships which are acquired in algebra with angles and triangular concepts of geometry. Trigonometry is required for many different professions, as well as further formal education.

Examples of behaviors which show knowledge and use of trigonometry concepts are:

- drawing a sine curve
- discussing how a surveyor uses trigonometry
- showing the relationship between sine and cosine
- expressing an angle in terms of the ratio of the sides to form the tangent of the angle
- identifying the inverse of a function

1-7-10 Calculus

Calculus is a branch of mathematics which deals with maxima and minima of integrals of functions of curves as they vary in specific ways. While not generally acquired by individuals in elementary and secondary schools, some of the concepts of calculus are presented in the various physical sciences. Also, for those individuals gifted in mathematics, it represents the normal progression after trigonometry.

Samples of behaviors which reflect an understanding of calculus are:

- integrating a function
- finding the second order differential of a function
- finding the point of inflection of a curve
- applying calculus to solve a physics problem

1-7-11 Statistics and Probability

Chance and uncertainty are a part of everyone's life. Frequently, statistics and probability utilize numbers to describe that uncertainty. Statistics and probability are essential mathematical tools for dealing with statements as diverse as the life expectancy of light bulbs to the probability of success of a medical treatment.

Examples of behaviors which show a use of statistics and probability include:

- discussing daily temperature relative to the average temperature of the month
- comparing two automobiles based upon their EPA ratings
- finding the probability of a simple event
- tabulating a frequency table
- given a bar graph, being able to answer questions

1-8 Sciences

Each of the areas of science allow the individual to incorporate concepts and systematically study events using a particular perspective. While not all individuals have specialized knowledge in each of the science areas, it is through the sciences that order is put into the various experiences of individuals. Additionally, each of the sciences is investigative in nature and understanding of the concepts in the various scientific theories is enhanced by participation in the process of science.

1-8-1 Aerospace Sciences

This family of sciences is the newest and in some ways the oldest. Since the beginning of scientific inquiry, humans have been fascinated with the stars and flight. Only recently have we been able to investigate lunar phenomena first hand. Included in this family of sciences are astronomy, atmospheric science and the study of flight.

Examples of student behaviors which are relevant to this characteristic are:

- understanding of the solar system, i.e., its arrangement and dyamics
- understanding of the elements of the atmosphere the effects of pollutants
- understanding of the principles which differentiate helicopters from other planes
- understanding the similarity between the sun and other stars
- understanding the differences in the atmospheres of the various planets in our solar system

1-8-2 Applied Science

This family of sciences relates to the application of the pure sciences to solve real problems. This family is a hybrid of science and technology in most instances. Included in this family are electrical engineering, mechanical engineering and computer science.

Examples of student behaviors which are relevant to this characteristic are:

- knowing that heavier objects require stronger supports
- using the concepts of levers and pullies
- showing the difference in friction between two objects
- showing two uses for a magnet
- showing the relationship between a calculator and a computer

1-8-3 Earth Science

This family of sciences relates to the study of the planet earth. Included in this family are geology, meteorology, oceanography, geography, and ecology.

Examples of student behaviors which are relevant to this characteristic are:

- explaining the effects of weathering and erosion on land forms
- describing how fossils are formed
- describing the formations of various minerals
- describing the effects of an oil spill on the ocean
- describing the ways in which mountains were formed

1-8-4 Life Science

This family of science concerns the scientific theories which apply to various life forms. The family includes biology, biomedical science, zoology, and botany.

Examples of student behaviors which are relevant to this characteristic are:

- understanding the respiratory system
- explaining the process of photosynthesis
- appreciating the diversity of living things
- showing how diet affects health
- comparing the circulatory system of various mammals

1-8-5 Physical Sciences

The physical sciences involves the various subspecialities of physics and chemistry.

Examples of student behaviors which are relevant to this characteristic are:

- understanding common chemical behaviors, e.g., acid and oxidation
- understanding the concept of gravity
- using concepts of force, velocity and acceleration
- knowing the relationship between atoms and molecules
- knowing the characteristics of electricity and magnetism

1-8-6 Social Sciences

This family of sciences involves the various perspectives man takes when studying man. Included in this family are anthropology, political science, economics, history, psychology, and sociology.

Examples of student behaviors which are relevant to this characteristic are:

- identifying the differences between capitalism and socialism
- identifying differences which result from interaction of genetics and environment
- knows the conventionally taken steps in negotiation of employment contracts
- knows the characteristics of urban as opposed to rural environments
- identifying factors which motivate human behavior

1-9 Technology

Our society differs radically from those in the past due mainly to the growth of technology. Not only is the ability to deal with machines important in most careers, but also, as part of our daily lives, we must understand how a variety of machines operate.

1-9-1 Communications Equipment

The ability to deal with communications equipment not only allows individuals to initiate communications, but also allows them to access mass media.

Some behaviors which show that the student is able to deal with communications techology include:

- using the telephone to make a long distance call
- checking the batteries of a portable radio
- explaining the difference between AM and FM radio bands
- operating a citizens band radio
- checking the tubes of a television

1-9-2 Information Processing Equipment

The use of information processing equipment is part of the daily activities of all individuals. Not only are we regularly contacted by computers, instead of people, but also we regularly communicate with computers.

Some behaviors which show that the student is sensitive to the issues of communicating with information processing equipment include:

- showing how a computer processible bill is coded for machine activity
- showing the relationship between calculators and computers
- explaining the growth in technology for word processing
- explaining the processing of a personal check by a bank
- showing the relationship between video-games and microprocessors

1-9-3 Mechanical Equipment

Machines do much of the work for us that previously was accomplished manually. The ability to use the machines properly and perform minor repairs is essential in our culture.

Some behaviors which show that the student is able to deal with machines are:

- explaining the general functions of an automobile engine
- repairing a washing machine
- repairing the starter on a gas-powered lawn mower
- installing a new light fixture
- performing corrective maintenance on a hot water heater

1-9-4 Transportational Equipment

Machines not only do work for us, but enable us to move from one location to another. Understanding how the machines work facilitates that movement.

Some behaviors which show that the student is able to deal with transportation are:

- explaining the difference between a 10 speed and a 5 speed bicycle
- identifying the purpose of spark plugs
- knowing what leaded gasoline will do to the catalytic converter
- explaining the relationship between driving behavior and miles per gallon gas consumptions
- discussing the relative cost per passenger mile of various transportation systems

2 EMOTIONAL

This class covers the affective growth areas of students. The characteristics include developing positive self-concepts, understanding emotional causes and actions and learning how to maintain positive mental health.

2-1 Developing a Positive Self-Concept

It is important to gain an understanding and acceptance of oneself in relation to the world. Self-concept is the base from which we approach life. This category deals with the two ways we see ourselves, the interior and exterior.

2-1-1 Personal Self-Concept

This characteristic covers the perception we have of ourselves. It is important to keep a healthy and clear perspective of the individual self regardless of the context.

A student might demonstrate this positive and healthy view by:

- making positive statements about himself/herself when asked
- approaching a new task with a positive attitude
- standing up for his/her rights in constructive ways
- displaying one's work with confidence
- dressing and grooming with care and attention

2-1-2 Social Self-Concept

Besides viewing ourselves on a personal level, we are conscious of how we appear to and fit into the world around us. This exterior view of ourselves can dramatically affect our interactions with others.

To extend a positive social self-concept of himself/herself, a student might:

- confidently participate in group activities
- exhibit forthright behavior with others
- approaching a stranger with confidence and ease
- willingly accepts various roles when asked to do so
- offers personal opinions without hesitation when asked to do so

2-1-3 Importance of a Positive Self-Concept

This characteristic covers the knowledge that self-concept is important to our overall behavior. When self-concept is threatened, an individual has to be reflective to enhance his/her perception of self.

Examples of this understanding include:

- commenting on abilities in other areas when failing
- telling others about positive skills
- helping another person overcome the "blues"
- explaining how constructive criticism can help
- explaining someone's behavior because of a lack of self-concept

2-2 Understanding Emotions

This category covers the need to accept our emotions as an integral part of ourselves and to be aware of the causes and effects of our emotional behaviors on ourselves and others.

2-2-1 Acceptance of Emotions

This characteristic covers the acceptance of emotions as one of the basic motivating forces behind behavior.

Ways a student might indicate acceptance of his/her emotions might be by:

- being able to describe one's emotions or moods verbally
- responding honestly and spontaneously to feelings
- recognizing and responding to the moods of others
- openly talking about his/her insecurities
- allowing another person to react emotionally without interference

2-2-2 Actions versus Reactions

Our responses to life are an endless series of actions and reactions. It is important to be aware of the consequences of our feelings and the reasons for our reactions. Especially within the subtle shades of our emotions.

Understanding of this effect might be shown by:

- apologizing to someone for hurting their feelings
- letting someone know how one reacted to their actions
- discussing the consequences of an incident with the parties involved
- expressing an emotional reaction immediately following the cause
- analyzing the effect of an action before actually doing it

2-3 Environmental Cause of Emotions

This category discusses some of the major causes of our emotions, the physical, psychological and social influences. It is important to be conscious of the factors that control and influence our feelings.

2-3-1 Physical

Our physical condition can dramatically affect our emotional state of being. When our body chemistry is unbalanced or changed, our feelings can change. Examples of some physical influences are the amount of rest we get, diet, puberty, sickness or disease, bodily damage, natural maturation processes.

A student would show knowledge of these influences by:

- discussing the various feelings involved with hormonal change
- being tolerant with other's unexpected emotional reactions caused by physical changes
- telling about the affect of diet on feelings
- getting plenty of rest and eating right
- discussing how to deal with emotionally upset accident victims

2-3-2 Psychological

Psychological influences are more difficult to define and pinpoint than the physical or social causes. But these influences can involve mental stress, disturbances or pressures.

A student who is aware of these effects might demonstrate understanding by:

- discussing a difficult personal problem with someone who could help
- allowing a "cooling off" period before making decisions relevant to a situation
- listening to a troubled peer
- offering to help an emotionally troubled person
- discussing types and causes of psychological disturbances

2-3-3 Social

The social influence in emotions involves the effect of the environment on our behaviors. Our feelings can be determined by the reactions we have to occurrances and people around us.

An indication of awareness in this area might be shown by:

- voluntarilly removing oneself from a potentially "bad" situation
- offering a supportive environment to a troubled peer
- discussing emotions involved with riots or revolts
- pointing out the impact that the economic situation has on crime
- discussing the effects of crowds or isolation

2-4 Positive Mental Health

It is as important to take care of ourselves emotionally as it is physically. Knowing how to deal with both positive and negative emotions, and where to go for help and support, will help the student cope throughout their entire life.

2-4-1 Coping with Aggression

Although there should be emphasis placed on developing positive emotions, negative feelings cannot be ignored. They play as much a part in our lives as positive ones and are certainly more difficult to control and understand. Students need to learn how to cope with aggression so that a more productive and healthy individual and society can be nurtured.

Ways a student might show an ability to cope would be:

- expressing anger with non-aggressive words or actions
- responding to aggressive behavior in a positive and constructive way
- responding to teasing by ignoring, changing the subject or with some other constructive means
- seeking help or leaving the situation in case of physical assault
- trying to react calmly in a potentially aggressive situation

2-4-2 Developing Outlets

In order to vent frustrations, aggression or anger, safe outlets need to be cultivated. These might include hobbies, physical activities or artisitc endeavors, anything that channels aggressive behavior into constructive means.

A student who has developed safe outlets might demonstrate them by:

- taking up a physical activity such a bike riding, jogging, tennis or weight lifting
- building something that requires physical or mental exertion
- shoveling snow or mowing the grass
- playing a safe competitive game
- painting a picture to express anger

2-4-3 Developing Controls

All of us need to develop ways to control inappropriate emotions until such times as they may be expressed safely.

Controls might be demonstrated by:

- keeping one's temper
- walking away from a fight to avoid hitting
- constructively handling criticism or punishment perceived as undeserved
- going through proper channels instead of taking things into his/her own hands
- making sure an opponent has ample opportunity to explain himself/herself before reacting

2-4-4 Knowledge of Types of Support

Throughout life there will be difficult emotional times. It is important to learn about the various means of help available during times of crisis.

A student with this knowledge might:

- participate in group meetings that deal with specific emotional problems
- visit a counselor
- talk to a peer about personal problems
- discuss problems with their families
- list community counseling services

3 PHYSICAL AND RECREATIONAL DEVELOPMENT

This class contains a set of characteristics which involve care for an individual's well-being and physical activities for recreation. Physical well-being or Healthful living contains both preventative and remedial aspects of health. The area encompasses recreational activities of a competitive and non-competitive nature and the conditions necessary for participation in recreational activities.

3-1 Healthful Living

This category deals with learning the basic principles of health and safety and being able to apply them to efficient functioning in daily living.

3-1-1 Nutrition

Nutrition is the science of food and its relation to health. This knowledge enables one to develop a strong body and good health through proper diet.

Samples of behaviors which demonstrate a concern for proper nutrition include:

- recognize that various foods have different nutrients and nutritive values
- become familiar with how the body uses food by metabolizing it in chemical reactions
- recognize that the three major nutrients (carbohydrates, proteins, and fats) which are digested as fuel, are used at different rates of efficiency
- recognize vitamins and minerals as the catalysts which enable the fuel nutrients to interact

3-1-2 Hygiene and Health Maintenance

It is important to develop a knowledge of one's own body systems and learn proper body maintenance. These habits are then more easily transferable to adult living.

A student might demonstrate a concern for healthful habits by behaviors which include:

- maintaining a well-kept, clean body
- maintaining a schedule of medical and dental checkups as a preventative measure
- maintaining proper nutrition habits, exercise and relaxation periods to alleviate health problems
- recognizing that substance abuse contributes to health degradation
- recognizing the special nutritional and health needs in adolescence

3-1-3 Special Health Problems of School Age Children

This characteristic covers the distinctive problems of individuals who are in their formative, developmental years.

A concern for this characteristic might be demonstrated by some of the following:

- consuming the proper amount and type of nutrients to assure a healthy body, for example, calcium for strong bones
- recognizing that obesity is a common problem to avoid and is commonly caused by inactivity in children
- recognizing the effects of smoking on the body system
- understanding the importance of immunization for childhood diseases
- dealing with sexual options consistent with a personal value position

3-1-4 Safety

This characteristic involves proper physical and mental preparation inclusive of proper clothing and equipment, good judgment in nutritional habits and abiding by rules and regulations.

Samples of how a student might demonstrate a positive attitude toward safety include:

- recognizing that proper attire reduces the risk of injury in any sport or game situation, for example, the use of jogging shoes for jogging rather than the adaptable tennis shoe
- recognizing that abiding by established rules and regulations reduces the risk of injury to all players
- realizing that peak efficiency may be attained if food consumption is scheduled at least two hours before physical activity
- realizing that water consumption to replace loss due to sweating is essential to prevent heat stroke

3-1-5 Emergency Medical Treatment

This characteristic is essential so that all individuals are able to act immediately if an injury is sustained.

Samples of how the ability to function in an emergency situation may be demonstrated include:

- knowledge of first aid techniques to be used until professional help arrives
- recognition of the need to know where and how to obtain emergency assistance
- recognition that some first-aid techniques may cause more damage if liberally and wrongly applied than if no techniques are used
- maintenance of a cool and calm demeanor in the face of an emergency

3-2 Physical Development

This characteristic is involved with the basic components of physical activity. It is important to develop and maintain training in each area and not concentrate on one specific characteristic.

3-2-1 Coordination and Agility

This characteristic covers the "common denominator" of the components of motor ability and involves the ability to achieve efficient movement.

A student might demonstrate this characteristic by:

- exhibiting the ability to change direction quickly and correctly at full speed (agility)
- exhibiting the well-timed and well-balanced functioning together of several muscles in a single movement (coordination)
- exhibiting an awareness of the position and balance of the body (kinesthetic sense)
- displaying a sense of timing using external objects as well as of body parts

3-2-2 Endurance and Strength

This characteristic involves the development of the muscle groups of the body, including the heart muscle. Strength is defined as the force exerted in one maximal effort, whereas, endurance is the ability to sustain repeated contractions for an extended period.

Some ways a student might demonstrate an interest in increasing strength or endurance include:

- engaging in a weight training program to increase the strength and size of the musculature of the body
- realizing the importance of a warm-up and cool-down period during every scheduled exercise bout, in order to avoid damage to muscles
- engaging in a cardiovascular training program to strengthen the heart so that it is able to pump more blood per beat and thus reduce the number of beats per minute needed to sustain life
- training at an intensity level which overloads the body by working against loads that are above those normally encountered ("Overload principle")

3-2-3 Sequency of Movement

This characteristic is concerned with the development of practiced, learned executions of efficient movements dependent on an innate foundation of motor ability.

Some ways to improve this characteristic are to:

- study and practice what the body can do, where the body can move, and what relationships exist as the body moves
- explore the movement potential or flexibility of the body and begin a regular program of stretching to maintain a maximal range of motion
- experiment with manipulative skills and limb coordination tasks
- establish a "cognitive map" of perfection before instruction of any skill begins, as a means of comparison to performance
- practice repeatedly with the intent to improve

3-3 Athletics Development

This category deals with the utilization of skills in selected areas of physical interest through the use of sports activities.

3-3-1 Sportsmanship

Sportsmanship promotes learning to function with a group in a harmonious manner. Through participation and observation of activities, sportsmanship develops an individual's integrity and ethical conduct.

Examples of how a student might demonstrate this conduct include:

- being "humble in victory, gracious in defeat"
- exhibiting a sense of fair play
- expressing appreciation of peer contribution to game activities, regardless of variable abilities
- adhering to game rules and regulations

3-3-2 Participation in Sports

This characteristic involves participation in a variety of noncompetitive, recreational sports which are engaged in for the development of physical fitness or simply for fun and companionship.

A sample of ways a student may show interest in sports participation includes:

- engaging in a multitude of sports activities
- choosing sports which train different muscle groups, in order to develop well-proportioned bodies during the formative years
- showing an interest in working with teammates in situations where no winner is declared
- realizing that the competitive spirit in which one competes against oneself to improve performance is healthy as long as it does not become so intense as to hinder that performance

3-3-3 Lifelong Sports Development

Recreational sports contribute to good physical and mental health throughout life. Interest and skill in this area may best be developed during the school years in preparation for continued involvement thereafter.

A student might demonstrate an interest in this area by behaviors which include:

- participating in activities because of an interest in that activity
- recognizing the potential for utilizing recreational activities as an outlet for reducing stress
- recognizing that physical activities provide a means of health maintenance throughout life
- realizing that recreational activities do not have to cost money in order to provide a suitably enjoyable experience

3-3-4 Competitive Sports

Competitive sports in and out of school provide activities where many children can experience success that they don't find from other school activities. Success at competitive sports requires self-discipline, extended preparation and attention to rules and regulations, all of which are valued as character building qualities in our society.

A student may demonstrate an affinity for competition in various ways which include:

- participating in activities which require initiative and leadership
- participation in varsity sports programs
- participation in sports which necessitate winning and losing
- maintaining an attitude of sportsmanship during competition

3-4 Leisure Activities

This characteristic is concerned with the time free from obligation to do as one pleases. Leisure activities, commonly called recreational activities, are preventative measures for a stress-ridden society.

3-4-1 Appreciation of Outdoor Activities

The increased amount of free time available to people has resulted in a surge of interest in outdoor activities. The "outdoors" has become a laboratory for developing leisure skills, interests, and appreciations for lifelong living.

A student might demonstrate this appreciation by behaviors which include:

- developing an awareness of the natural world
- developing an interest in activities which do not affect the delicate ecological balance of Nature
- maintaining proper safety precautions to avoid harming either oneself or the environment, for example, taking care to avoid starting forest fires.
- avoiding the littering of the outdoors, and being aware that others want to view the beauty of an uncluttered natural surrounding

3-4-2 Exploration and Development of Hobbies

Hobbies provide meaningful and enjoyable pursuits which increase skills, understandings, and appreciations of lifelong interests.

Some ways a student might show understanding of this effect include:

- showing appreciation and respect for the vast amount of hobbies that are pursued by people
- examining a diversity of hobbies to allow flexibility in the choice of meaningful pursuits
- realizing that hobbies may extend outside the major area of endeavor and include very diverse interests

4 AESTHETIC AND CULTURAL

The AESTHETIC AND CULTURAL growth area covers the study of and the physiological responses to the arts--their creative sources, forms and effects. The area includes visual arts, auditory arts, dance, literature and theatrical arts. In each of the five art categories, four types of characteristic behaviors will be presented.

4-1 Visual Arts

The visual arts include drawing, painting, sculpture, pottery, weaving, assemblage, printmaking, jewelry, metalwork, photography, graphic design and other similar activities.

4-1-1 Exploration

Exploration in the visual arts is characterized by experiencing and developing basic skills and acquiring the basic structure of knowledge that all of these arts are built upon.

Aspects of exploratory behavior might include:

- recognizing differences in shapes, colors and textures
- using geometric and organic shapes to develop composition
- understanding one and two point perspective
- understanding and creating a color wheel
- experimenting with building techniques in clay
- demonstrating basic skills in weaving

4-1-2 Production

Production in the visual arts includes actually creating a finished piece of work. This is characterized by knowledge and acquired skills.

Some activities associated with production are:

- creating a collage from painting, pasting, drawing, and cutting
- using natural materials from the environment to create a sculpture
- throwing, glazing and firing a pot
- designing and weaving an article of clothing
- printing an edition of an original wood cut, linoleum block, etching, etc.

4-1-3 Appreciation

Appreciation in the visual arts refers to the recognition and support of art as an important aspect of life.

Some of the ways that appreciation may be demonstrated are:

- an interest in exhibits and reproductions of artists' work
- familiarity with the arts and crafts of other cultures
- describing personal satisfaction that can be derived from creative work
- recognizing differences among artistic styles
- utilizing leisure time in art activities

4-1-4 Criticism

Criticism in the visual arts involves making discriminating choices as a consumer of art based on technical understanding and personal values.

Examples of ability in this area might include:

- making and justifying value judgments about an artwork
- assessing components of the environment from an aesthetic perspective
- recognizing and placing value on the importance of individual differences in art
- analyzing a piece of art, recognizing and determining the relative success of the technical parts of the whole and telling why

4-2 Auditory Arts

Auditory arts include individual singing, choir, orchestra, band, quartets, solo instrument playing and other related activities.

4-2-1 Exploration

Exploration in the auditory arts is the initial investigation of and development of musical knowledge and skill.

Samples of these behaviors might include:

- identifying loud and soft sounds, beat, rest and the name of notes
- using the voice in high, middle and low ranges
- indicating fast versus slow tempo and upward versus downward melody
- recognizing the basic rhythm patterns and simple melodic lines

4-2-2 Production

Production in the auditory arts includes the demonstrating of musical knowledge and skill.

Activities associated with production might include:

- creating and presenting original musical productions
- singing a song
- playing an instrument
- writing original music
- singing in a chorus or glee club
- participating in orchestra, band, or chamber groups

4-2-3 Appreciation

Appreciation in the auditory arts includes the cultivation of a sensitive awareness to music for lifelong participation and/or listening pleasure.

Aspects of appreciation might include:

- requesting specific musical works to be heard or played
- supporting selected musical performances by attending or helping on production
- describing the contributions of music to society
- indicating familiarity with musical instruments and productions
- demonstrating relationships of music to other aspects of art and nature

4-2-4 Criticism

Criticism in the auditory arts involves developing abilities to make critical value judgments based on in-depth technical understanding, experiences and personal values.

Indicators of facility in this area might include:

- determining the quality of performance based on learned standards
- making value judgments on a performance and being able to explain why
- ranking and comparing musical performances by different artists on the same piece of work
- analyzing components of a performance and the importance of each part as it is related to the whole

4-3 Dance Arts

The Dance Arts include ballet, modern dance, simple body movement, folk dance, square dance, and all other forms of rhythmic responses and movement.

4-3-1 Exploration

Exploration in the dance arts involves the developing and heightening of physical movement and sensitivity.

To express activity in exploration a student might:

- indicate feelings through movement
- use facial expressions and movements to express ideas
- participate in group movement exercises
- try out various motions to express the same idea
- move to the stimulus of sound

4-3-2 Production

Production in the dance arts represents the culmination of practice, whether through performances, sports, or as reflected in the everyday movement of the body.

Examples of productive expression might be:

- performing simple dance steps of slidding and step-hopping, waltz steps
- doing pantomimes
- performing folk dances
- interpreting a poem through movement
- performing a sequence of movements to complete an idea or activity

4-3-3 Appreciation

Appreciation in the dance arts means being aware of and supporting the field of dance as an integral part of life and culture.

Ways of expressing appreciation might be:

- attending a dance performance
- participating in a dance club
- demonstrating knowledge of different cultural dances
- explaining differences in styles of dance
- telling about various dance artists

4-3-4 Criticism

Criticism in the dance arts involves the evaluation of movement on a technical as well as personal level.

To demonstrate this aptitude a student might:

- critically analyze a dance performance
- discuss different dance styles and explain reasons for opinions
- compare and evaluate similar dance performances
- interpret a sequence of movements

4-4 Literary Arts

The Literary Arts is the realm of creative writing. The importance and use of creative writing reaches all aspects of life, from fictional writing to advertising jingles and from personal journals to critical essays.

4-4-1 Exploration

Exploration in the literary arts involves not only an understanding of the basic rules of writing but also developing skills in the technical aspects of creative writing and familiarity with various approaches already used.

Examples of exploration would include:

- choosing words that use sound to convey meaning
- understanding plot, setting, characterizations, symbolism, etc.
- utilizing a thesaurus
- making effective comparisons with similes and metaphors

4-4-2 Production

Production in the literary arts encompasses the thousands of ways creative writing can be used.

Some examples of these ways would be:

- advertising slogans
- poetry writing
- lyric writing
- letter writing
- short story writing

4-4-3 Appreciation

Appreciation of the literary arts would mean responding to and being supportive of the written world of communication. This includes reading as well as writing.

To demonstrate this a student might:

- practice writing on their own by keeping diaries, journals, notes, letter writing, etc.
- read for pleasure
- show awareness of various writers and styles and be able to discuss them
- compose poetry for pleasure
- share reactions to a piece of literature

4-4-4 Criticism

Criticism within the literary arts means forming judgments based on an awareness of the technical structures of writing, being sensitive to the author's intent, and the relation of one's own values with the subject matter.

Showing an aptitude of this ability might be demonstrated by:

- critically analyzing the daily paper for bad writing and errors
- writing a book review
- relating personal reactions to a book and describing why
- summarizing a story
- discussing the implications of what the author intended

4-5 Theatrical Arts

Theatrical Arts, although employing all of the arts, does have aspects unique to itself. These aspects would include set design and construction, sound, makeup, costume design, properties, lighting, directing, acting, advertising and all other areas needed in creating a dramatic production.

4-5-1 Exploration

Exploration in the theatrical arts refers to the time of instruction and learning of all the aspects of a theatrical production.

Examples of learning at this time might be:

- experimenting with different make-up techniques for best dramatic effects
- trying various ways of acting (method acting, improvisation, pantomime, etc.)
- script writing and editing
- creating a short believable scene with other students
- constructing and painting a flat, wagon, backdrop, etc.
- attending a theatrical production

4-5-2 Production

Production in the theatrical arts is the rehearsing and completing of the many parts and tasks to achieve a final performance.

These activities would include:

- constructing and painting a set
- collecting and/or creating all the props needed for performance
- memorizing lines and actions as part of being an actor/actress
- designing the layout and cover for programs
- directing an entire production

4-5-3 Appreciation

Appreciation in the theatrical arts means having some knowledge and awareness of what goes into a production and responding to that in some way.

Showing examples of appreciation in the theatrical arts might include:

- participating in some aspect of production
- being aware of current professional shows
- participating in or helping with a speech contest
- sharing reaction to a dramatic performance
- selecting productions because of aspects of the presentation, i.e., casting, directing, author

4-5-4 Criticism

Criticism for the theatrical arts encompasses understanding and interpreting the quality of production.

A demonstration of this ability might be shown by:

- critically reviewing a performance
- evaluating a character presentation in a performance
- comparing and contrasting similar productions

5 MORAL

This class area concerns the development of life-long values and behaviors which are of benefit to society as well as for the individual student. The categories are moral thinking and development. The characteristics involve the development of a student's own moral judgment and code of behavior based on internalized moral principles.

5-1 Moral Thinking

The category of moral thinking involves the development of social ethics and formal ethical thinking. It encompasses those skills which allows the individual student to analyze and react to the moral/ethical aspects of his/her environment.

5-1-1 Choices versus Actions

This characteristic covers the realm of freedom versus responsibility; being aware of all the possible choices for any given situation and predicting, deciding and accepting the consequences of a course of action.

Ways a student might demonstrate an understanding of this characteristic might be by:

- describing different situations in which consistent and considerate action can be demonstrated
- recognizing and detailing situations that allow choice
- analyzing the responsibility for changing a decision
- analyzing all the different ways that it would be possible to act in a certain familiar situation
- describing the variables that affect the choices and possible solutions

5-1-2 Fact Gathering and Evaluation

The contents of this characteristic involve the abilities to amass information, establish facts from fiction, determine the relevancy of facts and use facts to support a conclusion.

To show ability in this area a student might:

- debate and/or argue for a particular point of view
- describe a situation, list the given facts, determine a solution and give reasons for the decision
- discuss the pertinence of some facts to various value stances over others
- acquire information in a variety of ways (asking questions, observing, reading, etc.)
- show how facts can be gathered which are relevant to different dimensions of value

5-1-3 Formulating Principles

This characteristic represents the ability to form and use moral rules in relation to one's own and other's interests.

Examples of student behavior in this characteristic might be:

- discussing rules for the classroom, playground, family, etc.
- following established rules
- studying different ethical codes
- reviewing and changing rules that are outdated
- explaining why certain rules exist
- showing the relationship of rules to values

5-1-4 Judgment Making

This characteristic describes the use of reason and rational assessment in making decisions.

To demonstrate this a student might:

- support judgments with proper evidence
- outline and describe their decision-making process
- point out a "good" and/or a "bad" decision and tell why
- take a set of circumstances and make a decision based on certain criteria

5-1-5 Justice

Justice is the quality of equality, fairness or impartiality. This category encompasses the understanding and applying of justice to ourselves and others.

In demonstrating justice a student might:

- discuss the nature and purpose of punishment or the value of rewards
- share willingly
- take turns and allow all to participate
- talk about conflicts between personal and societal interests
- share leadership and recognize majority will

5-2 Moral Development

The moral development category covers the personal assimilation of moral principles, beliefs and behaviors. It emcompasses those skills which develop within an individual as he/she becomes introspective and develops a personal code of conduct.

5-2-1 Moral Principles

This characteristic involves certain personal beliefs which are principles of moral behavior in our society. Examples of democratic standards of behavior are honesty, fairness, equality, and respect for human dignity.

A student might show understanding of this by:

- defining moral terms and analyzing the different ways in which he/she might act
- demonstrating moral qualities of honesty, fairness, etc., in their behavior
- describing "honesty" and why it is important
- talking about ethical principles, questions of authority, freedom and responsibility, duty, etc.
- accepting the cultural differences in moral principles of various ethnic or social groups

5-2-2 Personal Code of Conduct

This area represents the development of a personal code of behavior based on moral understanding and assimilation.

To show this behavior a student might:

- work independently
- accept personal responsibility
- cooperate with others
- handle a difficult situation using mature moral reasoning
- show consistent personal behavior

5-2-3 Values Clarification

This category helps the student to identify, understand, and define the rules by which they want to live.

To show development in this area a student might:

- identify one or more areas of personal competence
- produce a quality of work consistent with their capabilities
- form and support opinions
- define what makes a "good" person
- find solutions to resolve internal values conflict

5-2-4 Respect of Other's Values

This characteristic includes those behaviors which allow an individual to understand how other people's values and beliefs affect the formation of his/her own. Also, the skills which allow an individual to understand other's values in relation to his/her own.

To demonstrate this a student could:

- role-play
- discuss differing cultural standards and values
- talk about relationships such as friendships, marriages, children - adults, pupils - teachers, neighbors, etc.
- show respect for others by asking permission of others, not disturbing others, doing one's part fully and/or awaiting turn patiently, etc.
- demonstrate moral virtues towards others such as patience, honesty, respect, equality, fairness, etc.

6 VOCATIONAL

This class consists of a number of divergent characteristics which taken together help an individual to select, prepare for and succeed in the world of work. Some of the characteristics relate to the individual's awareness of himself/herself, while others refer to an understanding of and acquisition of the skills necessary for specific occupations or occupational groups.

6-1 Personal Awareness and Development

Before making decisions about a career, an individual should have an understanding of his/her own personal capabilities and interests. This category lists the personal areas to be considered and explored when determining potential career goals.

6-1-1 Understanding of Interests

Personal interests need to be considered in order to insure satisfaction within a career field. An accurate understanding of these interests also helps an individual to eliminate potentially unsuccessful occupations and make healthier career decisions.

A student might show an awareness of his/her interests by:

- pointing out what interests are unique to him/her
- comparing personal interests with those of his/her peers
- actively pursuing special interests or hobbies
- discussing personal interests and how they developed
- discussing how interests can be used as job opportunities

6-1-2 Understanding of Technical Skills

Being aware of mental and physical abilities helps an individual choose an occupation in which he/she can perform well.

Showing this awareness might be demonstrated by:

- discussing how agile fingers can aid in certain situations
- comparing physical abilities of various types of people
- demonstrating mental or physical agility in solving a problem
- pointing out how different types of abilities can solve a similar problem
- discussing own personal abilities

6-1-3 Understanding and Development of Interpersonal Skills

Almost all aspects of life involve interacting with people, so a certain degree of communications or interpersonal skills need to be developed in order to promote positive human relations.

To demonstrate these skills a student might:

- identify experiences that point out good interpersonal skills
- acquire good listening, attending, responding and initiating skills
- give examples of interpersonal skills in the world of work, such as being considerate, listening or being congenial
- point out differences in the skills of a variety of people
- talk about ways of communicating

6-1-4 Development of Decision-Making and Planning Skills

Skills in decision-making and planning need to be developed because they are important tasks in all aspects of life. The better these skills are developed the more influence an individual will have on his/her future.

An individual might show knowledge of this area by:

- knowing how to collect relevant information before making decisions
- projecting possible future events in his/her life
- discussing the factors involved in decision making
- showing examples of simple daily decisions and how they are made
- talking about personal skills and the future options in which these skills help

6-1-5 Development of Work Values

An individual needs to be aware of work values and how these affect or support personal values. This awareness can influence decisions on career planning and goals.

To indicate this awareness a student might:

- discuss what he/she wants out of life and what jobs fill those needs
- talk about times when personal and work values come in conflict
- define what work values are
- list factors that may affect the values a person holds
- compare important personal values now with past values and explain why these changes occurred

6-2 Occupational Awareness

Students need to possess information about all types of occupations in order to make realistic and satisfying decisions about careers. This category covers the basic occupational areas and the roles these types of occupations play in society.

6-2-1 Art, Design and Communication Occupations

This area focuses on the occupations that require creative and communicative skills. The roles these jobs encompass are the expression and aesthetic outlets for society. Examples of specific occupations within this area would be an actor/actress, musician, architect, photographer, newpaper reporter, interpreter, etc.

A student knowledgeable of this area might:

- participate in the school equivalents of these jobs such as working on plays, on the school newspaper, in the band or in an art or dance club
- discuss the importance these types of jobs have in society
- list what personal skills are common to most occupations in this area
- talk about ways to express something and how these ways can be translated into career opportunities
- discuss the roles these occupations have played throughout history

6-2-2 Government Careers

Governmental careers are occupations associated with the local, state and federal government. The main areas covered are educational services, federal agencies, health services, housing and community development, police and fire protections, social security and welfare services, transportation and public utilities, financial and general administrative functions and judicial and legislative activities. The roles these occupations hold are ones of social organization and servicing.

To demonstrate knowledge in this area a student might:

- attend town council meetings
- actively participate in a community service
- discuss the needs behind governmental occupations
- list the various governmental jobs available in his/her community
- talk about types of personal skills needed in governmental jobs

6-2-3 Health Occupations

This occupational area encompasses all technical health-related jobs. Examples of specific jobs in this area are: nurses, physicians, technicians, administrators, dentists, pharmacists, therapists. The role these people play is a vital one of caring for the sick, injured and debilitated.

To show awareness of this field a student might:

- talk about personal experiences with health-care personnel
- discuss the importance of the health-care field
- list the various ways health related occupations affect the community
- talk about the future of health-care occupations
- discuss volunteer programs in health care in the community

6-2-4 Industrial Occupations

The role of industrial occupations is to ensure the continued growth and smooth functioning of our economy. Positions in this field involve mostly factory work such as machinists, assemblers, inspectors, printers, engineers, vehicle operators, etc., or positions commonly referred to as "blue-collar" jobs.

A student familiar with this occupational area might:

- discuss the variety of trades these occupations cover
- discuss the relationship between industry and the economy
- point out the significance these occupations have in the community
- discuss some of the personal skills utilized in this area
- talk about the differences in skilled and unskilled positions

6-2-5 Office Occupations

Office occupations represent the role of keeping businesses and other organizations running smoothly. This type of work includes detailed and respective tasks and working with ideas. Some examples of office occupations would be: secretary, cashier, lawyer, loan officer, accountant.

To indicate knowledge in this field a student might:

- relate school tasks to skills needed in this field
- talk about the types of office work available
- discuss the importance of office occupations to the economy
- discuss personal skills needed for these occupations
- talk about what personal interests might fit in with these occupations

6-2-6 Scientific and Technical Occupations

Individuals working in the scientific and technical occupations are responsible to some degree for the progress made around us. Increased standards of living, advancement in production, communication, health, transportation and increased economic capabilities are all results of this field.

To indicate an awareness of occupations in this area a student might:

- talk about the role of a scientist today
- list what personal interests would be beneficial in this area
- discuss the opportunities available in this field
- describe current changes/advancements produced from this occupational field
- talk about the future role of these occupations in society

6-2-7 Service Occupations

Service occupations cover a wide variety of work tasks. The main role of this type of work is service to people. The major groups under this heading are: food service, cleaning and related services, personal services, protective and related services, private household services and sales.

Knowledge of this area might be demonstrated by:

- pointing out relationships between personal household duties and service occupations
- indicate the importance of communicative skills in sales occupations
- list community people who perform service-type functions
- discuss the important role service occupations play in society
- talk about the personal services we all perform for others

6-2-8 Transportation Careers

Workers in the transportation occupations either perform the roles of driving, flying and operating vehicles, or they are the mechanics who keep these vehicles in good working condition.

A student aware of this occupational field might:

- relate personal experiences in operating or maintaining vehicles
- talk about the role transportation plays in the flow of economy
- discuss what personal skills are advantageous in this occupational area
- list types of vehicles that must be operated
- talk about the various ways of transporting goods

6-3 Technical Skill Development

In order to better understand and make decisions about careers, a student needs to learn about and experience the basic skills required in various occupations. This category lists the basic occupational areas and some of those required skills.

6-3-1 Art, Design and Communication Occupations

The major job classification in this field are performing artists, design occupations and communications-related occupations. Technical skills needed would involve creativity, the ability to communicate ideas, natural talent, and specific technical training in the necessary areas (drafting, formal writing skills, musical training).

A student knowledgeable of what skills are needed might:

- regularly practice to improve a natural talent
- participate in a relevant activity to gain experience
- discuss potential training needed for a particular occupation
- attend workshops in a particular occupational area
- observe professional people already in this field

6-3-2 Government Careers

The major job areas under governmental careers are federal civilian employment, state and local governments and armed forces. Most occupations are involved in this area though most jobs available are termed "white collar". Various levels of education training and skills are required.

To develop skills in these areas a student might:

- attend technical training workshops or classes
- participate in work-study programs
- discuss what particular skills he/she holds for this area and how these skills might be improved upon
- visit professional governmental agencies
- acquire preparatory skills for a potential job area

6-3-3 Health Occupations

The major job classification for the health-care field are dental positions, medical practitioners, medical technologists, technicians and assistants, nursing positions and therapy and rehabilitation positions. Skills required for this area usually involve some type of formal training or education.

To develop skills in this area a student might:

- participate in volunteer programs in community hospitals
- study particular subject matters for preparation
- attend workshops, special classes or lectures dealing with some aspect of this field
- discuss job requirements with a professional person
- match personal interests and job opportunities available

6-3-4 Industrial Occupations

Major job classifications in this area are foundry occupations, machining occupations, printing occupations plus related industrial production occupations. Jobs involve semi-skilled and skilled workers with apprenticeship programs recommended.

To develop skills in these areas a student might:

- take special technical courses such as machine shop or drafting
- participate in work-study programs
- practice required skills on own time
- visit industrial business
- talk with professional workers about skills [illegible]

6-3-5 Office Occupations

The major job classifications for this area are clerical, computer, banking, binders, insurance, administrative and related areas. Some personal skills are needed to perform these jobs such as judgment and the ability to communicate ideas.

To indicate knowledge of required skills a student might:

- take training courses such as typing, bookkeeping, or accounting
- practice technical skills at home or as part of school work
- discuss business concepts
- participate in on-the-job training programs
- investigate future educational programs for better job prospects

6-3-6 Scientific and Technical Occupations

Major job areas in this occupational area are conservation, engineering, environmental, physical and life science, mathematics and other related occupations. Skills needed for these areas are very technical and usually involve at least a bachelor's degree and more often specializing graduate degrees.

A student aware of skills needed in these areas might:

- indicate various skills a scientist might need
- acquire special courses such as physics, statistics, biology, etc.
- list personal interests and abilities that would be helpful in future jobs in this area
- talk with professional people in this field
- investigate schools that specialize in scientific and/or technical skill development

6-3-7 Service Occupations

Service occupations cover cleaning, food service, personal service, private household, protective, sales and related service occupations. A wide variety of educational or vocational training is required. Personal traits and abilities can be an important feature in obtaining jobs, such as physical strength and endurance for jobs that require a lot of physical activity or pleasant and good natured dispositions for jobs working with people.

An awareness of what skills are needed in these areas might be demonstrated by:

- relating personal manners and interests to possible job opportunities
- listing skills needed for a particular occupation
- indicating what courses might be beneficial for service type occupations
- participating in work-study programs
- talking with a professional person in an occupation of interest

6-3-8 Transportation Careers

Job classifications under this heading are air transportation, merchant marine, railroad and driving occupations. Required technical skills vary from highly specialized training such as for air traffic controllers or pilots to apprenticeships and on-the-job training such as for sailors or locomotive engineers.

To demonstrate an awareness of skills needed in the transportation careers, a student might:

- relate skill abilities of normal personal driving to professional driving skills
- demonstrate how to fly a plane or start a locomotive
- list the physical and mental demands placed on air traffic controllers
- talk about what physical abilities might help in this occupational area
- participate in actual on-the-job experience

6-4 Exploration of Careers

Many times an individual does not consider an occupational area because he/she is not fully aware of the variety, type and options within a career field. This category lists the basic occupational areas, and how a student might go about exploring careers in these fields.

6-4-1 Art, Design and Communication Occupations

Exploration in this area involves gathering information on professional and educational requirements, specific occupations, employment opportunities and conditions, scholarships and loans, skills needed and other related information.

A student who is exploring careers in the art, design and communication fields might:

- write for information from colleges with programs in a particular field
- collect and read pamphlets, brochures, catalogs or books with information about job opportunities
- compare their own natural abilities to those required for a career in this field
- talk or ask questions about wages, work hours, conditions and opportunities for a given job
- visit local businesses which employ people in this field

6-4-2 Government Careers

To explore occupations within the governmental field, a student would need to find out about governmental agencies and career opportunities, benefits, wages, educational requirements, and other related information.

A student exploring this field might:

- visit any number of local government agencies
- collect literature on occupational opportunities
- talk to local professional people in the field
- examine personal and professional goals and how well they match
- write to a national government organization for information

6-4-3 Health Occupations

Exploring the health field career opportunities involves finding out about accredited programs, educational requirements, licensing, professional organizations and state board requirements, along with other related information.

A student exploring this information might:

- visit various colleges or universities with programs in health
- collect literature about various health care occupations
- visit local hospitals or medical centers
- speak to professional people in the field
- compare career demands to personal wants

6-4-4 Industrial Occupations

Students exploring the industrial occupations need to find out about apprenticeships, professional and educational opportunities and organizations, specific skills needed, future opportunities, union requirements, and other basic occupational information.

A student indicating exploration in this field might:

- contact local union or state employment agencies for information
- visit a local industrial operation
- gather literature on apprenticeship programs in the state
- participate in on-the-job experiences
- discuss future career opportunities for himself/herself with a professional person

6-4-5 Office Occupations

Career information for this field should cover educational and training opportunities, specific job listings, entrance examinations, job availability, skill requirements, wages, benefits and other related information.

To demonstrate exploration in this field a student might:

- discuss career options for himself/herself in the future
- list specific occupations he/she might do well in
- visit local computer centers
- try out skills needed to see if he/she is capable of doing them successfully
- talk to professional people in the field

6-4-6 Scientific and Technical Occupations

In exploring this field a student needs to learn about professional requirements, educational opportunities, scholastic requirements, skills needed and future career options besides other related information.

To explore this field, a student might:

- visit a professional scientific laboratory or institution
- compare various job opportunities with personal desires
- relate personal abilities to skills needed in this occupational area
- list the various jobs and training required for those jobs
- collect literature from professional organizations

6-4-7 Service Occupations

Types of information about service occupations should cover professional and educational opportunities, union requirements, on-the-job training and apprenticeship programs, specific skill requirements, employment outlooks and other related information.

A student seeking information in this area might:

- interview professional people in the field
- try out various job types to determine suitability
- participate in workshops, special classes and/or on-the-job experiences
- compare personal skills to required skills for this occupational area
- talk about personal values and how they might fit into this field

6-4-8 Transportation Careers

In order to explore the transportation career area, a student needs to find out information about licensing, required qualifications, formal training programs, professional organizations, federal regulations and other related occupational information.

A student exploring this field might:

- visit local transportational businesses such as airports, bus or train terminals or trucking companies
- compare needed skill requirements with personal abilities
- gather literature from Federal or State agencies
- speak to professional drivers about opportunities
- participate in actual job experiences

7 SOCIAL

This class contains characteristics that will not only help the student to effectively and successfully interact in society, but also to constructively help society. Aspects of this class include positive behaviors which are needed, behaviors which aid in the development of social skills, social competency and cultural awareness.

7-1 Positive Social Behaviors

This category contains specifically important behaviors that are necessary when developing constructive social skills.

7-1-1 Altruism

Altruistic behavior is the unselfish concern for the welfare of others. Aspects of this type of behavior would include being considerate, cooperative, helpful, unselfish and concerned about others.

To express this type of behavior a student might:

- offer help to someone
- come to the defense of someone in trouble
- share a tangible object without being asked to
- work with a group of people for a common goal
- consider someone else's comfort before his/her own

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7-1-2 Autonomy

Autonomy compliments altruistic behaviors. The autonomous behaviors include self-directedness, independence and self-government. A functional independence accompanied by a social responsibility is the resulting composite behavior.

Examples of this type of behavior might include:

- expressing an opinion even when contrary to the opinions of others
- finding acceptable ways of using freetime when work is completed
- attempting to solve a problem before asking for help
- being able to play by oneself at times
- making decisions about personal behaviors without asking for help

7-1-3 Empathy

Empathetic behavior means being able to "feel with" another, to identify with or to project oneself into another's situation.

To express this type of behavior a student might:

- discuss another persons needs and feelings
- show concern over the reactions of others
- comfort a person in need
- talk about how anothers feelings are like their own
- share common experiences

7-1-4 Responsibility

Responsible behavior includes reliability and trustworthiness. It is when a person is willing to accept the consequences of their own action.

A responsible student might:

- be regular in school attendance
- keep a secret when asked to do so
- be on time when required
- fulfill a promise
- finish homework

7-1-5 Respect

Respect involves esteem for oneself and others. It means behaving in such a way as to show high regard for someone or something.

Examples of this expression might be by:

- treating the property of others properly, without damaging it
- asking permission to use someone else's property
- allowing another person to express an opinion
- fulfilling the request of an authority figure
- treating school materials in a proper manner

7-2 Developing Positive Social Behaviors

This category involves developing personal behaviors that will help a child to live and act in society positively and with confidence.

7-2-1 Play

Play is a means by which a child learns to interact with others. There are many aspects to play but for the purposes of this catalog, play represents an informal way to try out and develop the characteristics under 7-1 (altruism, autonomy, empathy, responsibility, and respect).

Examples of play expressing positive social behaviors would be:

- following rules while participating in a game
- sharing equipment and/or ideas while playing
- following group decisions
- waiting for ones turn while participating in a game
- asking someone to play with them

7-2-2 Role Taking Skills

This characteristic uses many situational contexts in which a child can imitate or try out behaviors of other people or models. This offers the child a chance to try different situations, develop and understand social behaviors and gain experiences safely before an actual commitment is needed.

Indications of a child utilizing this method of development might be:

- imitating parents of own sex in daily activities
- being a patrol guard
- teaching another child
- babysitting
- imitating adult behaviors in personal actions

7-2-3 Etiquette

Etiquette is the development of conduct with propriety and decorum. It is a means by which social behavior can be controlled and expressed in a way beneficial to all.

A student might show etiquette by:

- disposing of unwanted food properly
- waiting patiently for ones turn
- politely refusing the request of another
- using eating utensils correctly
- observing classroom rules

7-3 Social Competence

This category encompasses the functioning of a child in society. As children grow, their role as a member of society grows and their responsibilities deepen. Learning to relate to the expected roles to come will help children to easily accept these responsibilities later on.

7-3-1 Positive Role Interactions

The roles children will be asked to occupy in life will increase and vary as they mature. This characteristic covers the ability of students to travel from one role to the next in a positive fluent and flexible manner.

Examples of this behavior might be:

- accepts a variety of tasks in a situation or game
- adopts readily to a change in situation
- accepts different types of relationships with peers
- takes on responsibilities for a task when asked to do so
- adopts to the various written and unwritten codes of conduct in social behavior

7-3-2 Citizenship

As a member of many communities (classroom, family, city, state, country, etc.), a person has a responsibility to support the structure of each community they are in. This would involve the concern for the well-being and dignity of others, supporting the laws and rights of everyone knowing and participating in civic and governmental functions and improvements and behaving as rational and responsible individuals.

Students might show an understanding of this commitment by:

- planning and organizing community tasks
- recognizing environmental problems and working on solutions
- supporting open and honest communication
- treating others with respect
- complying with the rules

7-3-3 Family Relations

All individuals have some type of family support unit whether it is an extended family or a single parent unit. Gaining knowledge and understanding of the intimate relationships in close family situations will help the students better understand themselves and others.

Understanding family relations might be expressed by:

- describing what a "home" is
- telling how work affects family life
- talking about the different functions of family members
- spending time in family activities
- doing household chores and explaining the importance of the activities

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7-4 Personal Versus Social Interactions

It is important to understand the difference in behaviors when we act for ourselves or when others are involved. Behavioral implications increase as other people become involved. A child needs to understand these subtle aspects when interacting in life.

7-4-1 Effect of Personal Behaviors on Others

Each action we take in life causes a ripple effect upon our surrounding world. It is important to consider the potential outcomes of our behaviors so that unwanted consequences can be avoided.

To demonstrate this type of reflection, the student might:

- enter and take a seat without disturbing others
- take a noisy activity elsewhere when someone is trying to study
- walk quietly through the hallway at a reasonable pace
- not panic in a crisis situation
- keep their voice down when several conversations are going on

7-4-2 Understanding of Similarities and Differences of Others

A community is constantly changing members, so a wide variety of ethnic and social backgrounds can be brought together. Learning to see others as part of the community and yet a separate person is a necessary knowledge to gain.

To demonstrate an understanding of this characteristic a student might:

- display tolerance for persons with characteristics different from their own
- describe how a daily activity is carried out in a different ethnic environment
- discuss a personal custom with someone from a different social background
- patiently help a handicapped person
- consider personal abilities within the group in order to accomplish a task

7-5 Social Awareness

As members in society we need to be aware of all of the aspects of society so that we may be more successful as members. These aspects include knowledge of peoples and cultures, the effect we have on our environment, skills needed to function in the economy, sources of organized help for the individual and an awareness of the laws that govern us.

7-5-1 Cultural and Ethnic Differences

This characteristic covers the understanding of the world as a collection of many types of people, of all different races, cultures and backgrounds.

In order to demonstrate this knowledge, a student might:

- identify ways that cultural heritage affects how people live
- points out different cultural neighborhoods and describes the criteria used
- describes how families live, work and play in several countries
- describes the family structure of different cultures
- identifies effect of culture on a person's behavior

7-5-2 Ecological/Environmental Knowledge

This characteristic covers the interaction of human-kind with the environment and the importance of understanding the relationship between the two.

To express understanding in this a student might:

- explain the importance of production and consumption of the states/countries resources
- identify ways that the physical environment determines social divisions
- dispose of trash properly
- describe causes and effects of pollution
- clean up after spilling or breaking something

7-5-3 Consumer Skills

In order to function adequately in business and as a consumer, a person has to understand basic economic actions, from buying the best deal to supply and demand.

Ways to demonstrate this knowledge and ability might be by:

- explaining a free enterprise system
- matching goods, services and occupations to the needs of society
- talking about personal experiences as a producer and consumer of goods and services
- differentiating between needs and wants
- explaining how a bank functions

7-5-4 Social Agencies and Community Resources

Knowledge of social agencies and community resources will help the students to help themselves later on as it is needed.

Knowledge of this area might be demonstrated by:

- identifying facilities available to all members of the community
- describing how a community can aid people
- volunteering time to some community activity
- utilizing a specific agency for personal use
- describing local, state and federal agencies and their functions

7-5-5 Legal Awareness

This category covers the political and legal workings of society. It is important for all of us to gain some understanding of this area given that our society is democratic.

A student, in order to express understanding in this area, might:

- explain our judicial system
- participate in a political campaign
- talk about the rights stated in the constitution
- discuss a major legal question such as the death sentence, abortion, ERA, and separate legal from moral issues
- list types of legal documents and why they are necessary

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AAHPER YOUTH FITNESS TEST
Grades 5 - 16

Test Purpose

The test battery offers a group administration alternative for measuring flexibility, agility, power, balance, speed, and strength.

What the Test Measures

The instrument provides scores in seven areas: pull-up, sit-up, 600-yard run-walk, soft-ball throw, 50-yard dash, standing broad jump, and shuttle run.

Test Description

The instrument is designed to be administered in classroom setting. Test performance items are illustrated for the teacher with directions on objective scoring. The test is recommended to be administered in two class periods.

Norms are available for age, weight, and height classifications for both sexes. Norms are based on approximately 9,000 individuals in the K-12 grades.

Technical Information

The battery is reviewed in both Buros 6 and 7. Additionally, a bibliography relating to its use is available in Buros 7.

Reviewers of the test indicate that the items on the instrument have content validity for most physical educators except that stamina (cardio-vascular-respiratory aspects) is not measured. However, reviewers note that indices of stamina often require individual measurement with complex equipment.

While this instrument requires some equipment for its administration, the necessary material is typically available in a physical education program.

Available From

American Association for Health, Physical
Education, and Recreation
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

ABOUT ME
Grades 4 - 6

Test Purpose

The test was designed to produce a score which represents a student's self-concept in relation to behavior in the schools.

What the Test Measures

Items on the test are drawn from five areas of self-concept. Consequently, the single score is a composite of ratings the student gives of: self, self in relation to others, self as achieving, self in school, and physical self.

Test Description

The students are asked to rate the items on a five-point Likert-type scale. The score for self-concept is a total of all responses. The higher the score the more negative the self-concept. The scale consists of 30 items, therefore, the lowest possible score is 30 and the highest, 150.

Technical Information

The author notes that the instrument has not been rigorously standardized. It was presented to 31 sixth graders who were retested and the author says there was 64.2% agreement between the two administrations.

The author also suggests that even though the test was developed for grade 6, it is applicable in other grades. This contention is not supported with any evidence.

Available From

Dr. James Parker
Division of Education
Georgia Southern College
Americus, GA 31709

Also available from ETS Test Collection Set A #005629

ACCEPTANCE SCALE
Grades 2 - 7

Test Purpose

The instrument measures the children's attitudes toward handicapped peers.

What the Test Measures

The instrument yields a single score which represents attitude toward handicapped peers. In a factor analysis, four components of the score were identified: social-contact willingness, deviance consequation, and two actual contact dimensions.

Test Description

The attitude survey consists of 27 statements which the children respond to on a three-point scale -- "agree", "undecided", "disagree". Twenty-one of the statements are randomly varied positive and negative statements about individual differences and handicapped children, two items are comprehension items, and four items concern common classroom rules. The instrument is designed to be administered in a group setting under untimed conditions. Estimated required time is 15 minutes.

Technical Information

All of the information concerning this instrument was collected on the Island of Oahu.

Reliability of the instrument was investigated by the test-retest method, the split-half estimation method, and the alpha coefficient. The three methods produced coefficients of .68, .82, and .77, respectively.

A subsample of children from the response group was drawn and interviewed concerning the items. The interviews were taped and subsequently rated for consistency with the child's circled responses.

The child's responses and explanations were judged to be consistent 92% of the time. Factor scores were analyzed with amount of contact as an independent variable and sex as an independent variable. High contact groups had significantly higher scores on each of the four factors. Girls were also found to be more accepting than boys.

Available From

Luanna M. Voeltz
Department of Special Education
1776 University Avenue UAI-1A
University of Hawaii
Honolulu, HI 96822

ADOLESCENT VALUE-ORIENTATIONS PROFILE
Ages 12 - 20

Test Purpose

The test is designed to measure the adolescent's value orientation.

What the Test Measures

The test produces a profile of scores for each of the seven value areas: peer group, family allegiance, athletics, dating, financial security, urge for upward mobility, and respect for academic achievement.

Test Description

The questionnaire is presented to the adolescents in two parts. It contains a total of 42 items, each presenting a situation with two alternative responses. Each response represents one of the value areas in the profile. Each of the values is paired with each of the other areas. Thus, the maximum score in any value area is 12 and the minimum is 0.

This instrument is scored "ipsatively", that is, an adolescent cannot score high in all of the value areas because each is paired with the others. Adherence to one of the areas necessarily depresses the scores in the other areas.

Technical Information

Reliability and validity information are not available for the instrument.

Available From

Richard Ulin
School of Education
Room, 255, Hills South
University of Massachusetts
Amherst, MA 01003

Also available from ETS Test Collection Set E #008845

ALLEN SCALE OF BELIEFS
Grades 9 - 12

Test Purpose

This scale is designed to assess the extent to which the students are committed to American socio-political values.

What the Test Measures

The instrument produces self-report data relative to the amount of agreement respondents have with statements which reflect certain socio-political values.

Test Description

The test contains 46 statements which the students respond to on a typical Likert-type scale of 5 points from "strongly agree" to "strongly disagree." Scoring is accomplished by adding the favorability of the response relative to the directionality of the items. Some items represent positive statements of the values and some items represent negative statements, so that agreement sometimes is scored as a 4 and sometimes as a 2 depending upon the item.

Technical Information

A split-half reliability estimate of the instrument was found to be .83. Content validity of the instrument was assessed in two ways. A panel of social scientists reviewed the items, and the instrument was administered to 66 justices of 32 state supreme courts to validate the directionality of the items on the scale. A concurrent study was performed correlating the instrument with interview data.

Available From

Dr. B. J. Allen, Jr.
Florida State University
302 Education Building
Tallahassee, FL 32306

Also available from ETS Test Collection Set A #007044

AMBIGUOUS VERBAL STIMULUS TEST TO MEASURE LANGUAGE DOMINANCE IN SPANISH-ENGLISH BILINGUALS

Ages 10 and above

Test Purpose

The test was designed for individual student diagnosis to determine whether English or Spanish is the dominant language.

What the Test Measures

The test scores are based upon accurate pronunciation of English and Spanish words. Dominance then, is operationalized to mean the ability to pronounce one language more accurately than another.

Test Description

Scores are determined by three raters of the pronunciation of a list of 100 words of which 24 are critical. The list contains both English and Spanish words. The subject reads the words aloud and his/her pronunciation is rated by three raters. Only items judged by all three to be their proper English or Spanish pronunciation are counted in the score.

Technical Information

One hundred fifth and sixth graders were used in a study to determine test-retest reliability with a six week interval between testing. The correlation between the scores was .92. The same students participated in a concurrent validity study using the Flexibility Test to Measure Language Dominance in Spanish-English Bilinguals. The correlation between the two measures was .84.

Available From

Dr. Gary D. Keller
M.A. Program in Hispanic Linguistics
Dept. of Romance Languages
City College of New York
New York, NY 10031

Also available from ETS Test Collection Set B #005165

APPLICATION OF GENERALIZATIONS TEST (AGT)

Grade 4 and above

Test Purpose

This test measures the ability to apply generalizations to new situations in order to make defensible inferences.

What the Test Measures

The focus of the test is on generalizations emphasized in the Taba Social Studies Curriculum. For individuals using this curriculum it is more an achievement test measuring curriculum objectives than a measure of student inductive reasoning ability.

Test Description

The test is designed to be given in a group setting under untimed conditions. There are a total of 63 items on the test. The format of the test is short paragraph (seven in all) followed by a series of statements (seven to thirteen) which the examinee marks "probably true or "probably false".

Technical Information

The reliability of the test was calculated using the Kuder Richardson Formula 20 and the split-half estimation. Resulting coefficients were .67 and .69.

Several validity studies were performed. The test was given to teachers who use the Taba Curriculum to verify the answer key. The test was correlated with teacher ratings of thinking ability of students with the coefficients ranging from .15 to .85 (over 64% of the coefficient were greater than .40). Interviews were made with a small sample of 6th graders and judges rated the tapes for quality of thinking. The judges agreed .89 and the correlation between the judges and the AGT were .83 and .88. The AGT was also correlated with standardized social studies tests and standardized intellegence tests yielding coefficients ranging from .42 to .60.

Available From

Norman E. Wallen
Step Trailer
San Francisco State College
San Francisco, CA 94132

Also available from ETS Test Collection Set D #008426

ARITHMETIC CONCEPT INDIVIDUAL TEST
Primary Level

Test Purpose

Based on Piagetian theory, the test assesses the process by which primary level educable retarded children handle quantitative relations and diagnoses why particular children do not progress in their arithmetic skills.

What the Test Measures

The test consists of five subtests which measure the following concepts: seriation, class inclusion, one-to-one correspondence, conservation of numbers, and spatial relations (called rotation of landscape).

Test Description

The test is individually administered. Each of the five subtests takes from 15 to 30 minutes. In addition to the test booklet the test requires some props for administration, e.g., sticks, buttons, and blocks. Each subtest contains 20 to 30 items.

Technical Information

The instrument was administered to a small sample of educably mentally retarded youngsters. The intercorrelation among the subscores was found to range from low to a moderate positive. The highest correlation was .48 between seriation and conservation of numbers, which is supporting evidence that the five subtests measure five different things.

Seriation was found to be the best indicator of arithmetic skills, correlating .70 with a measure of performance. Seriation also correlates with intelligence .61 while class inclusion correlates with intelligence .40.

No reliability information is available on the instrument.

Available From

Gerald Melnick
Department of Special Education
Ferkauf Graduate School of Humanities and Social Sciences
Yeshiva University
55 Fifth Avenue
New York, NY 10003

Also available from ETS Test Collection Set D #008369

ARITHMETIC CONCEPT SCREENING TEST
Primary

Test Purpose

The instrument is designed for placement and evaluation of primary-level educable mentally retarded children with respect to their arithmetic skills.

What the Test Measures

Major factors covered by the tests include: basic concepts, one-to-one correspondence, form and size discrimination, rational counting, more and less, visual clustering, before and after, identification of symbols, reversibility of addends, number sequences, rules of likeness, ordinal numbers, addition and subtraction facts, multiplication and division readiness, and money concepts.

Test Description

The test is designed to be group administered in an untimed condition. The tests is produced in six levels of ability. Each of the tests may be administered separately for screening purposes. Because it is designed for use with handicapped children there is a minimal requirement for verbal comprehension. Most of the items are represented pictorially.

Technical Information

The internal consistencies of the subscores range from .74 to .95.

The content validity evidence ranges from a presentation of item discrimination evidence to a factor analysis which corresponds adequately to the instrument plan. Correlations between this instrument and measures of intelligence are generally significant but moderate.

Available From

Gerald Melnick
Department of Special Education
Ferkauf Graduate School of Humanities and Social Sciences
Yeshiva University
55 Fifth Avenue
New York, NY 10003

Also available from ETS Test Collection Set D #008370

ASSESSMENT OF CHILDREN'S LANGUAGE COMPREHENSION
Ages 3 - 8

Test Purpose

The instrument is used by a trained clinician to diagnose language difficulty in children. It allows the examiner to judge what classes of words and complexity the examinee understands and to plan a program for remediation.

What the Test Measures

The test produces four scores: vocabulary, two word phrases, three word phrases, and four word phrases.

Test Description

The test is individually administered in approximately 10 to 15 minutes. Each item in the four parts is scored correct or incorrect. No verbal responses are required; the child points to an appropriate picture in response to a word or a phrase by the examiner.

Norms are available for the instrument. However, the number of individuals in the norm group is relatively small and the group is not representative of the nation, either geographically or socioeconomically.

Technical Information

Internal consistency was calculated on the vocabulary test and on the combination score for the other three subtests. The coefficients were .86 and .80, respectively. There are no empirical validation studies reported in the manual. Rather, the manual discusses language development in young children.

Available From

Consulting Psychologist's Press, Inc.
577 College Avenue
Palo Alto, CA 94306

ATTITUDES INVENTORY FOR YOUTH
Grades 9 - 12
Two forms

Test Purpose

This questionnaire was designed to measure attitudes of high school students in the following areas: planning, attitudes concerning schools and teachers, self-concept, attitudes concerning personal traits, and goals.

The instrument has been used for research purposes.

What the Test Measures

The name of the five scores which are yielded by both the long and short form are: Attitudes toward planning; Attitudes towards school and teachers; Attitudes towards personal traits; Value placed on given goals and self-concept. One section of the long form asks the students to indicate their parents' opinion, consequently, discrepancy scores are also available.

Test Description

The long form of the instrument contains 324 items and the short form 105 items. Students are asked to indicate their level of agreement with the statements by using a Likert-type scale from "most" to "least".

Technical Information

No reliability or validity information is available on the instrument.

Available From

Dr. J. L. French
Penn State University
Department of Special Education
University Park, Penn. 10802

Also available from ETS Test Collection Set A #004811

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ATTITUDE TOWARD AND PARTICIPATION IN ENERGY CONSERVATION

3 levels (K-1, 2-3, 4-6)

Test Purpose

The tests measure attitude toward, and participation in, energy conservation.

What the Test Measures

The instrument produces two scores at each level: Attitudes toward energy and energy conservation, and Participation in energy conservation practices.

Test Description

The length and complexity of the test is increased as the grade level increases. The K-1 test is 10 items long--five attitude items and five participation items. The students respond on an answer sheet in a dichotomous format by marking a smiling face or a frowning face. Samples of an attitude and participation item respectively are "I want to learn more about saving energy" and "I use paper on both sides."

At the 2-3 level, the test is 15 items long, eight in the attitude areas and seven in the participation area. The students respond by marking a set of five faces whose expressions range from a definite frown to a definite smile. Under the faces the words are "NO!", "no", "sometimes", "yes,", "YES!" Verbal directions indicate strong disagreement to strong agreement. Samples of an attitude and participation item respectively are "It is OK to use lots of energy" and "I leave the TV on in my home when no one is watching it."

At the 4-6 level, the test is 20 items long, ten in the attitude area and ten in the participation area. Students respond by circling one of five words -- NO!, no, sometimes, yes, YES! which are verbal and explained to be the equivalents of strongly disagree to strongly agree. Samples of an attitude and participation item respectively are "It is unfair to have to turn down my heat just to save energy for someone else" and "I have asked someone to drive 55 mph to save gasoline."

Technical Information

The reliability of the instrument was assessed by using the alpha coefficient. Coefficients at the three levels for attitude scores were .36, .69 and .59 respectively. Coefficients at the three levels for the participation scores were .29, .78 and .77 respectively.

The correlation between attitude and participation in the three levels averaged in the .40's, in classes which used the curriculum. In a comparison group, the average correlation was .58 at the pre-test and .39 at the posttest.

The items on this instrument, while not reflecting the achievement of a cognitive skill, do reflect specific objectives of instruction. Consequently, the judgment of content validity must be made by the potential user.

Available From

Dr. Victor A. Smith
Coordinator of Curriculum Research and Evaluation
Division of Curriculum
Indiana Department of Public Instruction
229 State House
Indianapolis, IN 46204

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ATTITUDES TOWARD SELF AND SCHOOL
Grade 2

Test Purpose

The test was designed to elicit the child's attitudes toward events.

What the Test Measures

The test measures some component of attitude toward school, but the validity information on the instrument is sketchy.

Test Description

The test is designed to be group administered. The examiner reads 18 items to the class and they respond by making a smiling or a frowning face for each of the items.

Technical Information

No reliability information is available on the instrument. In one validity study the instrument was given at four different schools. The school means on the test were less than .5 of a score point different from each other. The author claims that it establishes the validity, but this argument is not immediately clear.

Available From

Cincinnati Public Schools
Department of Instruction
Cincinnati, OH 45202

Also available from ETS Test Collection Set A #006746

BACKGROUND AND EXPERIENCE QUESTIONNAIRE

Forms available for each of the following grades and grade groups:
7, 9, 11, 12, 7 - 9, 10 - 12

Test Purpose

The instrument was designed to measure the behavior and interests of adolescents as they reflect an orientation toward either the adult or adolescent culture. Emphasis is placed on the values, beliefs, and norms charaterizing each orientation.

What the Test Measures

The instrument produces three scores which indicate the relationships to adolescent orientation, transistion orientation, or adult orientation.

Test Description

Forms of the instrument vary in length according to grade level from 120 to 170 items. Each form contains items which relate to this school year and last school year. It can be group administered, and machine or hand scored. Questions on the instrument include content areas of: television and radio, activities, reading, evaluation of school course, study, work, plans and parents.

Technical Information

Internal consistency reliability ranges from .42 to .78 for boys, and from .40 to .77 for girls (grade 12).

Validity was assessed by correlating the three scales with SCAT and STEP subscores in a ninth grade sample. Correlations with the adolescent subscale were near zero for all achievement subtests. Correlations with the transition scale were from .10 to .22. Correlations with the adult scale were from .28 to .49.

Available From

Educational Testing Service
Princeton, NJ 08540

Also available from ETS Test Collection Set B Numbers 006755, 006756, 006757, 006758, 006759 006760

BILINGUAL TEST BATTERY
Grades 3 - 10

Test Purpose

The battery measures achievement in mathematics, social studies, science, and attitudes.

What the Test Measures

Scores represent achievement in each of the areas. However, like all achievement tests, the utility of the test for the user depends on the congruence between the items and the objectives of the user, and must be reviewed.

Test Description

The battery has three levels which cover grades 3 through 10. On each subtest the items are presented in both English and Spanish, so that the respondent may use the preferred language. Each level has four subtests, each comprising 20 questions. There is a subtest for each achievement area measured. Each subtest is timed at 15 minutes.

Technical Information

Reliability and validity information is not available for the battery. Norms are not available for the instrument.

Available From

Bilingual Education Service Center
500 South Dwyer Avenue
Arlington Heights, IL 60005

Also available from ETS Test Collection Set E #010196

BOEHM TEST OF BASIC CONCEPTS
Grades K - 2
Forms A & B

Test Purpose

The test was designed to appraise the child's mastery of concepts, which are commonly found in preschool and primary grade instructional materials.

What the Test Measures

No validity evidence is presented to compliment the content validity interpretation of what the scores mean. The test may be viewed as an achievement measure for young children on concepts which are commonly found in the curriculum. The manual does point out, however, that the test should not be interpreted as a measure of intelligence.

Test Description

The Boehm assessment procedure consists of 50 items concerning the child's understanding of space (location, direction, orientation, dimensions); time and quantity (number); plus a few miscellaneous concepts selected on the basis of their contribution to the internal consistency and validity of the test.

Teachers administer the test orally in about half an hour (in one or two sessions) to small groups or to individuals. Hand scoring is the only option available.

Technical Information

Several reviews of this instrument are available in Buros 7. The reviewers do not agree on the extent to which the test may claim content validity. They do, however, agree that some empirical validity would have been useful. However, since this instrument is an achievement battery, the user would be well advised to review the instrument for content validity, no matter what the opinions of the reviewers were.

Reliability coefficients ranging from .68 to .90 are reported. Percentiles are presented in the norm tables. Also percent passing for each item by grade and socio-economic level at the beginning and middle of each year are presented.

Available From

The Psychological Corporation
Regional Office
7555 Caldwell Avenue
Chicago, IL 60648

CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY
Grades 8 - 12 to Adults

Test Purpose

The test was designed to yield interest scores in various occupational areas to allow a student to explore his/her vocational interests.

What the Test Measures

The test scores reflect self-reported interest in activities which are associated with various occupations. The instrument, along with other free response inventories, is subject to variability of individual standards as to what is meant by liked or disliked. For this reason, comparisons across students are not appropriate.

Test Description

The test consists of 168 items each of which describes an activity which reflects a task performed in a specific occupation. Responses are on a Likert-type scale which allows the student to show strong like to strong dislike. The answer sheet is self-scorable and the raw score is obtained for each of the fourteen occupational clusters. The profile sheet is constructed so that when a student plots his scores, the percentile score is apparent.

Technical Information

The authors used Roe's classification of occupations and developed the items which would be representative of the groups of occupations. An experimental set, which resulted in the final 168 items, were subjected to various analyses including factor analysis.

Split-half reliability estimates range from .86 to .95 for the 14 occupational scales. A long term study of reliability was performed. After two years, the median reliability for the 14 scales was .63. The validity of the instrument rests on the careful content validity procedures of the authors and construct validity work with factor analysis. No information is available on predictive validity.

No information is presented in the manual to describe the norming population other than to indicate that high school percentile conversions are printed on the profile sheet. The manual is keyed to the Dictionary of Occupational Titles to indicate DOT codes and page numbers. This simplifies the counselor's job of directing the student in career exploration.

Available From

Educational and Industrial Testing Service
P.O. Box 7234
San Diego, CA 92107

CALIFORNIA STUDY METHODS SURVEY
Grades 7 - 13

Test Purpose

The survey may serve classroom teachers as a guide for aiding students in achievement through study habits and may serve counselors as a guide for achievement problems which are related to attitudes and study habits. Students may be alerted to some study methods not in use when comparing their responses to keyed responses.

What the Test Measures

The design of the instrument included procedures which selected items on the basis of their ability to differentiate good achievers from poor achievers. Consequently, the total score is predictive of academic success. The survey yields several subscores which are highly intercorrelated, therefore, they may not represent different traits. The subscores are:

ATTITUDE TOWARD SCHOOL: represents the student's moral and his/her adjustment to the school and community.
PLANNING AND SYSTEM: represents the ability of the student to plan and apply systematic thought.
MECHANICS OF STUDY: represents the student's evaluation of study techniques he/she uses.
VERIFICATION SCALE: represents the degree to which the student has been honest on the other scales.

Test Description

The survey form consists of 150 items with a "yes-no" response format. The instrument is untimed, but estimates of length are 35-50 minutes. The instrument must be hand scored, no scoring service is available. The manual provides norm tables with percentile ranks and standard scores for the total survey, along with percentile ranks and standard scores for the sections on attitudes toward school, mechanics of study, and planning and system. The norm group is composed of over two thousand students from twenty-five states.

Technical Information

Test-retest reliability coefficients for the scales were from .76 to .80. Internal consistency measures range from .64 to .74. Validity studies have concentrated on the ability of the measure to differentiate between high and low achievers and the test's relationship to ability measures, e.g., a .75 correlation with Henmon-Nelson test of ability. There are no validity studies to indicate that those methods used to study by high achieving student will be appropriate methods of study for low achieving students. Reviewers have been complimentary regarding the care with which the instrument was constructed and the strength of the instrument regarding prediction of academic success.

Available From

CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

CHECKLIST OF CHARACTERISTICS OF GIFTED AND TALENTED CHILDREN

Test Purpose

This checklist was designed for use as part of a procedure for identifying the gifted and talented among culturally disadvantaged students in the San Francisco Unified School District.

What the Test Measures

The behaviors on the checklist were taken from the research of Torrance. A single score represents "giftedness". The majority of the items do not relate to spoken language.

Test Description

The instrument contains 31 statements which describe classroom behaviors indicative of gifted and talented children. The checklist is filled out by teachers for the children in their classroom. For each behavior checked, a score of one is given. In San Francisco, a score of twelve or better indicated that further testing should be done on the child.

Technical Information

Traditional indices of reliability and validity are not available on the checklist. However, the items have content validity since they were taken from the research of Torrance. Additionally, the checklist was reviewed by the U.S. District Court and found to be fair and adequate in its use with culturally disadvantaged, potentially mentally gifted minors.

Available From

San Francisco Unified School District
Programs for Mentally Gifted Minors
135 Van Ness Avenue
San Francisco, CA 94102

Also available from ETS Test Collection Set E #008788

CHILD'S BEHAVIOR TRAITS (CBT)
Ages 2 - 12

Test Purpose

This test is a behavior rating scale which measures a child's well-being and social adjustment.

What the Test Measures

The test may be scored in two different ways. The total score, which is more stable and valid, is an indication of general adjustment. Additionally, five subscores may be taken from the instrument which represent: 1. responsible independence, 2. social cooperation, 3. cognitively related skills, 4. emotional stability, and 5. task orientation.

Test Description

The instrument is completed by a trained rater. When used with preschool children, the rating is done by a trained rater in the home. When used with school aged children, the rating is given by the teacher.

It contains 20 items which are rated on a five-point Likert-type scale. The rating represents the degree of presence of the behavior, e.g., "Is well organized in work or play" or "Is spontaneous without being explosive."

Technical Information

The reliability was examined for the total test score using coefficient alpha. The resulting statistic was .95. Reliabilities of the subscales were not examined. In a factor analysis, almost half of the variance of the test was accounted for by the total test score factor. The subscales may not be reliable measures.

In one study, a strong negative correlation was found between the CBT rating given by teachers and the presence of school problems as indicated by the same teachers. A moderate positive correlation was found between CBT scores and intelligence of children.

Available From

Phyllis Levenstein
Director
Verbal Interaction Project
5 Broadway
Freeport, NY 11520

Also available from ETS Test Collection Set D #008472

CHILDREN'S ASSOCIATIVE RESPONDING TEST (CART)
Grades 5 - 8

Test Purpose

This multiple-choice analogy test is designed to identify children who rely on free association rather than the reasoning processes which may be available to them. It is intended as a research instrument only.

What the Test Measures

Scoring of the test is the difference between the number of foil errors and nonfoil errors. This score categorizes students as associative or nonassociative responders. Some children who take the test are not classifiable on the basis of the score.

Test Description

The test is multiple-choice and takes between 25 and 30 minutes to administer. A scoring key is available, but due to the complicated nature of scoring, a service is also made available by the author. Permission has been granted by the author to reproduce the instrument.

Technical Information

The author in a paper which accompanies the test in the ETS Collection suggests that the CART could be useful as an alternative to IQ measures. Correlations between CART and school measures are .25 to .69, while correlations between IQ and school measures are .35 to .77. No other information regarding reliability or validity is available.

Available From

Dr. Thomas M. Achenbach
Department of Psychology
Yale University
333 Cedar Street
New Haven, CT

Also available from ETS Test Collection Set A #005121

CHILDREN'S ENGLISH PROFICIENCY TEST
Pre-K and Grade 1

Test Purpose

This experimental instrument assesses the degree that Spanish-speaking children comprehend spoken English.

What the Test Measures

The score represents the number of times the child was able to perform a simple command given to him/her in English.

Test Description

The test is designed to be administered individually in approximately seven minutes. Both English and Spanish versions are available. The translations are in the Spanish most frequently used by Mexican-Americans in the Houston, Texas area. The test contains 37 statements to which the child must respond. If the child misses five consecutive items the Spanish version is administered.

Props are required for the administration of the instrument, i.e., chairs, plastic cups, scissors, and crayons, to name a few.

Technical Information

The item pool was constructed by asking teachers to identify the verbal expressions that first graders are expected to respond to. Test-retest reliability with a group of Mexican-Americans was .87. Internal consistency reliability was .98. Scores on this test were found to be negatively correlated with intelligence. The developers hypothesized that there would be no relationship with intelligence, but found a negative .31 coefficient. A positive relationship was found between scores on this instrument and age.

Available From

Dr. Sallye L. Webster
Consulting & Counseling Psychologist
3311 Monstrare
Suite 200
Houston TX 77006

Also available from ETS Test Collection Set A #007080

CHILDREN'S LOCUS OF CONTROL SCALE
Grades 1 - 8

Test Purpose

This scale is designed to measure children's conception of locus of control. A reverse form of the scale has been administered to mentally retarded children.

What the Test Measures

The instrument produces two scores. One score is called the locus of evaluation which represents the extent to which a person internalizes a set of standards by which to judge his/her actions or is dependent upon an external frame of reference. The other score is called locus of control which refers to the extent to which an individual perceives himself/herself as being in control of environmental events or at the mercy of external forces.

Test Description

The test can be administered in a group to normal children, but should be administered individually with mentally retarded children. The test is untimed but should take approximately 20 to 30 minutes. It consists of 23 items which are answered yes or no. Scoring is accomplished by using a key which indicates which items are examples of an external control and which are examples of an internal control.

Technical Information

Reliability was assessed by using the Guilford adaptation of the Spearman Brown formula for homogeneous tasks. Used with several samples, the coefficients were in the .80's.

A factor analysis was performed to verify the existence of two distinct traits measured by the instrument. Results indicate that they appear to be relatively independent, there is a significant but low correlation between locus of control and locus of evaluation.

Other validity studies were performed by correlating this scale with socio-economic status, race, mental age and chronological age, which were all found to be related to the score.

Available From

Rue Cromwell
University of Rochester
Medical Center
260 Crittenden Blvd.
Rochester, NY 14642

Also available from ETS Test Collection Set A #006028

CHILDREN'S MIRTH RESPONSE TEST
Ages 7 - 15

Test Purpose

This device investigates the relation between cognitive development and humor appreciation. This test was primarily designed for research use.

What the Test Measures

Three scores are produced by the instrument. Two scores are the observer ratings: mirth displayed by child, and comprehension by the child. A third score is the child's self report of how funny the cartoons are.

Test Description

The instrument is individually administered in an untimed setting. The device consists of 25 cartoons. Each cartoon is shown to the child twice. On the first showing two scores are determined. One is the rating by the observer of the amount of facial mirth displayed by the child. This rating is done with a four point scale. The child also self reports how funny the cartoon is on a five point scale. On the second round of presentation the child is rated by the observer on his/her ability to comprehend what is taking place in the cartoon.

Technical Information

The instrument was administered to a small sample of children with two observers scoring. Interjudge correlations were .95 on the mirth score and .94 on the comprehension score. Training in the scoring system is required to achieve this level of reliability.

Available From

Dr. Edward Zigler
Department of Psychology
Yale University
New Haven, CT

Also available from ETS Test Collection Set A #007296

CHILDREN'S SCALE OF SOCIAL ATTITUDES
Ages 8 - 14

Test Purpose

The test measures the conservative nature of children's social attitudes.

What the Test Measures

The test measures children's attitudes in the following areas: religious beliefs; ethnocentrism or intolerance of minority groups; preference for conventional art, clothing, and institutions; respect for authority and insistence on strict rules and punishments; and antihedonistic outlook and a strict sexual morality.

Two forms of scoring are available for the instrument. A total score may be found based upon all of the items which is an index of the conservative nature of the social attitudes of the respondent. An alternate scoring system produces four subscores based upon a factor analysis of the instrument. The subscore scales are: sex (hedonism), religion, punitiveness, and ethnocentrism.

Test Description

The instrument is designed to be administered in a group setting under untimed conditions, approximately 10 minutes is required for administration. The instrument contains 50 items.

The instrument is based on the Wilson/Peterson adult conservation scale. The items on the adult scale were made more concrete for rating by children. The items are rated on a three point scale "yes", "?", "no". Each of the items is a single word or short phrase to eliminate the danger of leading the respondent, e.g., "telling fibs," "marching".

Technical Information

The split-half estimate of reliability of the measure is .89. A sample of students was administered, both the child scale and the adult scale, the correlation between the two scales was .86.

A study was conducted to establish the construct validity of the device. Data were gathered from a Catholic secondary school and a state secondary school. The instrument detected significantly higher conservative scores in the Catholic group as hypothesized.

Available From

Paul M. Insel
Stanford Research Institute
333 Ravenswood Avenue
Menlo Park, CA 94025

Also available from ETS Test Collection Set D #008449

CHILDREN'S SCHOOL QUESTIONNAIRE
Grades 4 - 5

Test Purpose

The test measures school anxiety and self-disclosure coping styles.

What the Test Measures

In addition to a total score representing school anxiety, four subscores are provided. The four anxiety factors are: 1. rejection by others, especially peers and teachers, 2. meeting expectations of others especially teachers and parents, 3. taking tests, and 4. stress reactivity.

The test is also scored for coping styles. Coping styles are measured by two types of items: those which represent socially desirable characteristics few children have and those which represent socially undesirable characteristics most children have. Coping behavior is scored as acquiescent or negativistic and self-enhancing or self-derogating.

Test Description

The test contains 48 items to which the examinee either responds "yes" or "no".

Technical Information

Most of the investigation has been of the anxiety scores on the instrument. The coping behavior scores are descriptive of the total score, since the coping scores are only a re-scoring of the instrument.

The reliability of the total anxiety score ranges from .60 to .70. Coefficients for the four subscales in the anxiety measure range from .40 to .50.

The measure of school anxiety produced by this instrument has been shown to be a stronger correlation of teacher grades and achievement test scores than general measures of anxiety. A measure of the degree of socialization into middle class school culture was shown to negatively relate to school anxiety as measured with this test.

Available From

Beeman N. Phillips
School Psychology Training Unit
University of Texas at Austin
Austin, TX 78712

Also available from ETS Test Collection Set D #008502

CHILDREN'S SELF-CONCEPTION TEST
Preschool - Grade 3
Forms I & II

Test Purpose

The test was designed to give scores on four components of self-esteem and moral standards in children.

What the Test Measures

The instrument yields four scores: 1) self acceptance, 2) self rejection, 3) acceptance of social values and 4) rejection of social values. Because the instrument has no empirical validity, it is not known whether these are, in fact, four distinct scores.

Test Description

The instrument involves a very complicated scoring system that requires some training. Sets of pictures are presented to the students and they are asked to select sequentially the picture they like, think is good, think is bad, think is most like themselves, and think they are most unlike.

The author says that the instrument can be administered in groups of 20 or 25 by having the students use the three answer sheets in sequence and go through the items three times. If this procedure is used, the instrument time is estimated at between 2 and 2½ hours.

Each of the items contributes to each of the scores. The scoring of the instrument is quite complex because it involves working with the three answer sheets and a formula which yields the raw score.

Technical Information

The instrument has not been studied to determine its reliability and validity. The author contends that since the instrument was not constructed within the framework of any theory, it does not need validation.

Reviewers of the instrument don't agree with this position. However, they do admit that the instrument has "face validity".

Available From

Dr. Marjorie B. Creelman
Psychologist
2433 Lamberton Avenue
Cleveland, OH

Also available from ETS Test Collection Set A #005804

COGNITIVE ABILITIES TEST (CAT)

Primary I Gr. Kgn. - 1
Primary II Gr. 2 - 3
Two forms at each level

Test Purpose

The test is designed as a part of a series of intelligence tests.

What the Test Measures

The CAT has four subtests: Oral Vocabulary; Relational Concepts (over, under, most, and least); Multimental (identifying one picture in a set that does not belong), and Quantitative Concepts (find the square with three sticks).

Test Description

Primary I is designed to be administered in 45-55 minutes in two sessions. Primary II is designed to be administered in 55-60 minutes in two sessions. The test is administered orally to the students in a group. Both hand scorable answer sheets and a scoring service are available.

Technical Information

Based upon norms of 5,000, scores are available in deviation IQ's, percentile ranks and stanines. The sample of the norm groups for the CAT is tied to the Lorge-Thorndike Multi-Level Edition.

See Buros 7 for three reviews of the instrument.

The reliability of the instrument is reported using the Kuder-Richardson Formula 20. The coefficients are in the .90's. All of the reviewers wonder why equivalent form coefficients are not available. The technical manual, however, does give the standard error of measurement as an aid to interpretation of the scores.

The validity of the instrument rests on a factor analysis which was performed with the Lorge-Thorndike Multi-Level showing one factor which the authors call general reasoning. There are no concurrent prediction studies.

The authors of the manual point out that some of the skills on the instrument are learned skills and caution the users of the instrument of the relative instability of the scores for young children.

Available From

Houghton Mifflin Company
Wayside Road
Burlington, Mass. 01803

COMMON CONCEPTS FOREIGN LANGUAGE TEST
Forms 1 and 2

Test Purpose

The test measures aural comprehension. The ability to read, write, or speak is not necessary to take the tests. The test is for any student who has achieved a level I stage of achievement in the language.

What the Test Measures

Three separate tests are available to measure aural comprehension in French, German, and Spanish.

Test Description

The test may be administered by using a live voice, but a tape recording is recommended. The test contains all multiple-choice questions. The examinee hears a statement in the foreign language and then selects one of four pictures which represents the sentence spoken. Each of the tests contain eighty items and there are twenty-three different pictures on the answer sheets.

Norms are available for junior and senior high students who have taken one to three semesters of instruction in the language. Some normative data are available for elementary school children.

Technical Information

Reliability measures of the instruments range from .73 to .96 with most of the coefficients falling in the .88 to .92 range. No equivalent form information is given.

Reviews of the instruments (Buros 7) comment on the definition of achievement used in the development of the test and disagree that aural comprehension is an adequate definition of achievement in a foreign language. However, the extent to which this test is content valid for any user must be determined by the objectives of instruction for the class. The manual contains some information concerning the correlation of the test scores with teacher grades. The study produced low correlations, and contained a small sample.

Reviewers of the instrument also criticized the composition and arrangement of the items on the test. Most of the items are simple declarative sentences in the present indicative. The items are not arranged in ascending order of difficulty which may give some students trouble.

Available From

Regional Manager
CTB/McGraw Hill
Manchester Road
Manchester, MO 63011

COMPREHENSION TEST FOR LITERATURE
High School

Test Purpose

This test uses the cloze technique to determine if high school students have the reading skills to read a specific assignment.

What the Test Measures

Two types of scores are produced by the instrument. The sum of the number of blanks filled in accurately is used to categorize students as: independent, instructional or frustrated. The ratio of "words replaced" to "blanks" is used to determine a comprehension score for the student.

Test Description

Tests are available for 12 works of literature which include Heinlein's Stranger in a Strange Land and Hawthorne's The Great Stone Face. Each passage contains approximately 250 words. In the test, every fifth word of the passage is deleted. In the scoring, spelling does not count, but the exact word must be presented by the student.

Score levels are: Independent level -- 30 or more correct; Instructional level -- 22 - 29 correct; and Frustration level -- less than 22 correct. The score for comprehension is found by dividing the exact number of "Words replaced" by the total number of blanks and multiplying by 1.67.

Technical Information

No reliability or validity data on the instrument is available, nor are data presented to explain the cut scores or the formula for percentage of comprehension.

Available From

Lucile Weiss
5983 Forest Hill Boulevard
West Palm Beach, FL 33406

Also available from ETS Test Collection Set E #009010

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COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS)
Seven Levels (A-C; 1-4)
Grades K - 12
Forms S & T

Test Purpose

The CTBS is designed to "measure the extent to which students have acquired skills that are required for effective use of language and numbers in everyday living and for further academic study". This battery surveys student achievement in a wide variety of school subject matter areas. Care should be taken not to over-emphasize the results of the measures for individual student diagnosis. However, the tests are very useful for diagnosis of groups.

What the Test Measures

At levels of the battery the following scores are given:

READING VOCABULARY: finding synonyms for words in context.
READING COMPREHENSION: reading passages, poems, letters or articles and then answering questions of recall, identification of main idea or drawing conclusions.
LANGUAGE: (levels B & C, 1-4, combined with reading in A).
LANGUAGE MECHANICS: captilization and punctuation.
LANGUAGE EXPRESSION: add correct word to complete sentence or recognize errors of usage.
SPELLING: recognize spelling errors.
MATHEMATICS: (all levels).
MATHEMATICAL COMPUTATION: operations with whole numbers.
MATHEMATICAL CONCEPTS AND APPLICATIONS: (levels A, B, & C) basic operations, numbers and numeration, sets, and measurement.
MATHEMATICAL CONCEPTS: (level 1-4) ability to recognize or apply concepts and techniques.
MATHEMATICAL APPLICATIONS: (level 1-4) ability to solve problems.
REFERENCE SKILLS: (level 1-4) knowledge of the use of a library, parts of books and standard reference works.
SCIENCE: (level C, and 1-4) measure data, draw valid hypothesis, and some recall of scientific facts.
SOCIAL STUDIES: (level C, and 1-4) read maps, distinquish fact from opinion, logic in problem solving.

Test Description

The time of testing depends upon the level and the number of tests selected from the battery. If the whole battery is selected at levels A and B, testing time is approximately 2 hours and 30 minutes, and at levels C, 1, 2, 3, and 4, testing time ranges from four hours to four hours and 30 minutes. Practice test spirit masters are available for all levels of the battery. Test scoring options include hand scoring, machine scorable answer sheets, and a testing service.

Technical Information

For several comprehensive reviews of the previous edition of this battery, and its subtests, see Buros 7.

Scores available on the instrument include percentiles, stanines and grade equivalents. Norms for this battery are presented for three testing periods: fall, mid-year, and spring. Norms are based on over 200,000 individuals.

Complete classification of objectives for each test is shown in the test coordinator's handbook. The classification is based on both Bloom's Taxonomy and the content. Each item is classified by process and content.

Correlations of this test with similar tests yield coefficients ranging from .70 to .95. Correlations of this test with the California Test of Mental Maturity-Short Form are between .6 and .8.

Two sorts of reliability information are given. Internal consistency measures are generally in the .8's and .9's. Coefficients of equivalence between the two forms are in the .8's and .9's. The inter-level articulation coefficients (correlations between a test and the adjacent level of that test), are in the .8's.

Available From

Regional Manager
CTB/McGraw Hill
Manchester Road
Manchester, MO 63011

CONCEPTS OF ECOLOGY TEST (NMCET) LEVEL I
Grades 6 - 8

Test Purpose

This test is a measure of knowledge and understanding. The items are classified by understanding areas and this could be used to diagnose students strengths and weaknesses.

What the Test Measures

The NMCET measures student understanding of concepts of Ecology from the smallest life system to the expanse of the Universe.

Test Description

The NMCET is a criterion-referenced, two-page, twenty multiple-choice item test. Answers are scored on a separate sheet. A hole punched scoring stencil is provided to assist test scoring. The test is administered in twenty minutes.

Technical Information

Item difficulties, dispersions and consistencies; and attractiveness of alternative responses are reported for each item based on response of 1,040 sixth grade students in New Mexico in 1973. The Internal-Consistancy Reliability (alpha co-efficient) = .67 for 1,040 sixth graders. Content validity must be determined by reviewing the test and objectives that it measures.

Available From

Monitor
Educational Evaluation Associates
New Mexico State Department of Education
Albuquerque, NM

CONTENT EVALUATION SERIES
Grades 7 - 12

Test Purpose

This series contains a number of tests which are designed as end-of-year achievement tests for specific subject areas in grades 7 through 12. Not all subject matters are available at all grade levels.

What the Test Measures

The series contains the following test booklet areas:

LANGUAGE ARTS TEST: grades 7-9 containing three tests: 1) Language ability, 2) Composition, and 3) Literature.
MATHEMATICS TEST: grades 7-9 a single test of mathematics.
SCIENCE TEST: grades 8-9 containing two tests: 1) Physical science, and 2) Earth sciences.
MODERN ALGEBRA TEST: grades 9-10.
MODERN GEOMETRY TEST: grades 10-12

Test Description

A single booklet is available for each of the areas listed above. Each test in each of the five areas provided takes between 40 and 50 minutes. The test length is between 30 and 50 items. Consequently, some of the tests are viewed as speeded by the reviewers.

Scoring service is no longer available for this series, the tests may be hand scored. However, one of the reviewers (Buros 7) points out that scoring is simple and that the number of scores available is adequate. Scores for each test can be reported in four ways: raw scores, within-grade percentiles, within-grade stanines, and across-grade standard scores.

Technical Information

Reviews of the five areas can be found in Buros 7: Language Arts, Science, and Mathematics. As with any achievement battery the validity of this series must be determined by the user. However, the users of this series are assisted by item classification system which relates the tests to the major and minor objectives which the authors of the instrument used in the construction of the tests.

The technical manual for the series presents split-half reliability estimates for each of the tests. The coefficients range from the .70's to the .90's. Reviewers have commented on the inappropriateness of this method, since many of the tests in the series should be considered speeded measures.

Reviewers seem to be satisfied with the adequacy of the norm group. However, in each of the testing areas the reviewers have questioned the efficiency of using a single measure as the end-of-year measure in two or three grade levels. Reviewers have indicated that the subject matter taught in each of the levels would lead them to suspect that one test could not be equally valid and useful.

Available From

Houghton Mifflin Co.
Wayside Road
Burlington, MA 01803

COOPERATIVE TOPICAL TESTS IN AMERICAN HISTORY
High School

Test Purpose

The tests were designed to measure the level of students' knowledge, understanding and thinking abilities by recalling specific facts and events of interpreting, analyzing and evaluating important concepts and principles pertinent to the content of these particular tests.

What the Test Measures

While the tests measure achievement in eight specific content areas in American history, it is important to note other characteristics of this battery. Recognition and recall are indispensable in answering most items, including those meant to measure interpretation, analysis and evaluation. High reading ability and strong geography background would improve individual scores.

Test Description

There are eight standardized 60-items tests covering eight different time periods in American history: Exploration, colonization, and independence (1450-1783), Foundations of American government (1781-1801), Growth of nationalism and democracy (1801-1840), Expansion, civil war, and reconstruction (1840-1877), Development of industrial America (1865-1898), Imperialism, domestic reform and the first world war (1898-1920), Prosperity, depression and the new deal (1920-1940), and the second world war and after. Item responses are to a 4-choice format.

Technical Information

Internal consistency reliability for the tests range from .87 to .91. The manual cautions that the reliability measure might be overstated since the subjects were chosen for their high variance potential. Test intercorrelations range from .72 to .86 among the eight tests.

The manual claims content validity is satisfied by the development of test specifications drawn from texts, curriculum guides and consultations with curriculum specialists. Experimental test forms were submitted to scholars and teachers for review and revision. The manual correctly cautions that the most important validity measure is close examination of the content of the tests by the instructor who will use them. Empirical validity measures were attempted by correlations with SCAT Verbal. The range of coefficients was from .67 to .74.

The manual claims that norms are not applicable since no set usage of the test is prescribed. What is provided, however, is a set of tables which show ten different classes, each from a different geographic region, with at least one of the following characteristics: Urban, Nonurban, Public, Independent and Roman Catholic. Half of the classes are college prep, half are from the general curriculum. For each class the following information is given: total range of scores, median, mean, number of students, type of curriculum, class periods spent on material relevant to the test, major textbook used and all supplementary activities and materials.

Available From

Educational Testing Service
Princeton, NJ 08541

CRAIG LIPREADING INVENTORY
Pre-K to 12

Test Purpose

The instrument assesses the communication level of deaf children and adults.

What the Test Measures

Two subtests are part of this inventory. Subtest one produces scores which represent the ability to lipread words in isolation. Subtest two produces scores which represent the ability to lipread sentences.

Test Description

Two forms of each of the subtests are available. Subtest one contains 33 items which are single words. Subtest two contains 24 sentences. The answer sheets available for the test contain pictures, words, and sentences. An effort was made to minimize the level of reading necessary to complete the test.

The test is administered by the teacher.

Technical Information

Information is presented for children ages 3, 4, 5, 6, and 11, all of whom have a greater than 90% hearing loss. A single mean is presented for each age level. Therefore, it is difficult to determine which part, or whether both parts of the data are depicted in the information.

The instrument was used to compare lipreading performance of children who had attended pre-school with those who had not. The instrument was not able to show significant difference. In the author's judgment, this showed that preschool was not effective.

No information is available on the reliability of the test.

Available From

William N. Craig
Western Pennsylvania School for the Deaf
300 Swissvale Blvd.
Pittsburgh, PA 15218

Also available from ETS Test Collection Set D #008350

CRARY AMERICAN HISTORY TEST
Grades 10 - 13
Forms E & F

Test Purpose

The test was designed to measure factual knowledge and conceptual understandings, which underlie the fundamental structure of American history courses.

What the Test Measures

The instrument gives a single score to reflect achievement in American history. There is heavy reliance, for most items, on recall and recognition of dates, events, historical figures, terminology and documents, even in those items purporting to be measuring understanding.

Test Description

The test is 76 items covering selected events from colonial times through the early 1960's. There are five options per item, guessing may be contaminated by the inclusion of a "Don't Know" response in all items. Knowledge and understanding items are not evenly weighted on the test (62% knowledge and 38% understanding). Content areas covered on the tests are Politico-national, Socio-economic, Cultural-scientific, Foreign Relations, and Study Skills.

Technical Information

The reliability information available was estimated using the split-half method. Coefficients determined in this manner range from .88 to .92 on very large samples of students.

Content validity is defended by the authors by a very elaborate item selection procedure which was used for construction. There is no evidence of empirical validity. Reviewers have noted that this test will suffice for teachers using a factual evaluation which focuses on a number of key persons, events and institutions in American society, but it may not work for teachers emphasizing many of the analytical and skill-oriented objectives now commonly listed for the field. Content validity of the test should be determined by the user.

The manual reports tables of percentiles and stanines for end of course raw scores in college prep, general and total group classifications. Norm groups were composed of 9,523 students from 24 public high schools in 16 states across the United States. Community populations for the schools ranged from 10,000 to 100,000.

Available From

The Psychological Corporation
Regional Office
7555 Caldwell Avenue
Chicago, IL 60648

CREATIVE-RESPONSE MATRICES TEST
Ages 6 - 12

Test Purpose

A general reasoning test developed for use with culturally different children who can understand instructions presented in oral (but not written) English and who are unfamiliar with the multiple-choice format.

What the Test Measures

The instrument yields raw scores which are a measure of the ability to see patterns in abstract figures. Norms for the instrument allow the raw scores to be transformed into intelligence quotients.

Test Description

The test consists of 20 items, each of which presents three-line or circular figures and is followed by an empty box. The examinee is to fill in the empty box with a figure which will complete the pattern.

The author contends that the items are self-instructional. In fact, he recommends that if the examinee doesn't get the first ten items correct the administrator should assist him/her by showing them the correct response. The author also suggests that the items are graded in difficulty and that after the examinee has failed four items the test should be discontinued.

Technical Information

Information is available on the administration of this instrument with a sample of eleven year old English children. The test was compared to Raven's Progressive Matrices which also has been normed with English children.

The information is slightly suspect in that the raw score conversion table lists scores from 5 to 24 and if one were to follow the directions for scoring, the highest possible score would be twenty.

Available From

Philip E. Vernon
Professor of Educational Psychology
University of Calgary
Calgary T2N 1N4
Alberta, Canada

Also available from ETS Test Collection Set D #008331

CUMMINGS WORLD HISTORY TEST, REVISED EDITION
Grades 9 - 13
Forms E & F

Test Purpose

The test is an achievement measure for secondary world history classes.

What the Test Measures

A single measure of achievement is produced by the measure. Potential users should review the material covered on the test to be sure that it is consistent with their instructional objectives.

Test Description

The test is designed to be administered in a group situation in approximately 50 minutes. It contains 70 multiple-choice items. Each of the items has a "Don't know" alternative among the five options. The items also contain various option indicators, i.e., item one options are "a, b, c, d" and item two options are "e, f, g, h". This indication system requires that the user purchase answer sheets from the publisher.

Technical Information

Item selection for the instrument was based upon a sample of approximately 5,000 students. The 70 items on the instrument come from a pool of approximately 130 items.

Split-half reliability for each of the forms is presented for various sub-groups in the population (college bound, non-college bound, etc.). The range of coefficients is from .87 to .94 with a median of .92.

The content validity of the test is defended in the manual with discussion of item selection based upon various textbooks. While the user of the instrument should make his/her own decision concerning content validity, reviewers in Buros 7 both commented on the inadequacy of the content covered on this instrument.

Available From

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

THE DAILEY VOCATIONAL TESTS (DVT)
Grades 8 - 12 and Adult

Test Purpose

This battery of tests is designed to assess potential for training and success in occupations within the trade, technical, and business-secretarial fields.

What the Test Measures

The battery contains three tests:

TECHNICAL AND SCHOLASTIC TEST (TST) CONSISTING OF 150 ITEMS: has three scale scores and eleven subscores. The scores are: Technical (electricity, electronics, mechanics, science, and total); Scholastic (arithmetic, algebra, vocabulary, and total); and Mechanical (mechanics and arithmetic). Additionally, a composite total of technical and scholastic are given.

BUSINESS ENGLISH TEST (BET): consists of 111 items testing spelling, punctuation, capitalization, and grammar.

SPATIAL VISUALIZATION TEST (SVT): consists of 30 items concerning two and three dimensional figures. There are nine pairs of figures.

Test Description

Each of the tests contains the option of hand scorable answer sheets or a scoring service. The scoring service contains the option of individual profile sheets or group report forms. Time of testing would depend on the number of tests in the battery which were selected by the user. Due to differences in the characteristics of norm groups, it is unlikely that any user would select all three tests.

The Technical and Scholastic test takes between 65 and 75 minutes to administer. Norms are available for both males and females at grades 8 through 10, but males only for grades 11 and 12. The Spatial Visualization test takes between 20 and 30 minutes to administer. Norms are available for males only. The Business English Test takes between 30 and 40 minutes to administer. Norms are available for females only. Scores are reported as percentile ranks based upon an extensive sample.

Technical Information

The reliability of the scores are reported with internal consistency measures only. Reviews note the need for test-retest coefficients for a test of this type (see Buros 7). The coefficients for the subtest scores of SVT are not high enough to use these scores for individual diagnosis. The range of coefficients found are: SVT from .84 to .93; TST from .84 to .96; and BET from .90 to .95.

The validity of the test is presented mainly in terms of correlations between the scores and instructor ratings in occupational training programs. These coefficients are adequate for some occupations and inadequate for others. These data, however, do not support the use of the test in the junior high. If the test is to be used for program evaluation purposes (as suggested in the manual), note that the intention of use changes the test from an aptitude battery to an achievement battery. In this case, the content validity of the tests must be reviewed for their congruence with the instructional objectives of the training program.

Available From

Houghton Mifflin Company
Wayside Road
Burlington, MA 01803

DENNY - IVES CREATIVITY TEST
Grade 6
Forms A and B

Test Purpose

The instrument was designed for research purposes to assess creativity in the dramatic arts.

What the Test Measures

The device yields two scores: one called fluency and redefinition and one called originality and sensitivity. Since the test is anchored in the dramatic arts, and also claims to measure creativity in that area, it is likely that this measure is slightly different than those which claim to measure creative thinking.

Test Description

The device uses a slide/tape presentation of stimuli to students. Consequently, room darkening facilities must be available, a slide projector, screen and tape recorder are necessary. The students respond to stimuli by making lists telling how the pictures and sound are combined in a story. It is a 45 minute time activity. Part I: fluency and redefinition scores are fairly objective, but Part II: scores (i.e., originality and sensitivity) require rater judgment and are therefore somewhat subjective.

Technical Information

There is a $5.00 charge for the reproduction of the slides and tape. The author has copyrighted the answer sheet and permission from him must be secured for use. No reliability, validity, or normative data are available for the instrument. It was designed for primarily research use.

Available From

Dr. David A. Denny
Professor of Education
State University College
Oneonta, NY 13820

Also available from ETS Test Collection Set B #000794

DIAGNOSTIC READING SCALES
Grades 1 - 8

Test Purpose

This scale identifies deficiencies that interfere with adequate reading at the grade levels in which reading is normally taught. It may also be used in upper grade levels with students who are seriously disabled in reading ability.

What the Test Measures

The instrument produces four scores and has seven optional areas. The four scores are: Word recognition, Instructional level score (based on the examinee's oral reading skill), Independent level score (based on the examinee's silent reading comprehension), and the Potential level score (based on the examinee's auditory comprehension). The optional scores are a rate of silent reading score and a series of phonics scores--consonant sounds, vowel sounds, consonant blends, and letter sounds.

Test Description

The test is administered individually in 20 to 30 minutes. There are two reading passages at each of the eleven levels from first grade to eighth grade. The administrator needs practice and training, particularly to score the oral reading which produces the instructional level score.

The word recognition subtest is administered first. The oral reading section is administered next. The level which the student achieves a score of 85 percent accuracy is called his instructional level. Starting at the level above the instructional level, the silent reading section is started. The level at which the examinee achieves 60 percent comprehension is called his/her independent level. Starting at the level above the independent level, the administrator begins to read to the student. The highest passage that the student listens to without a specific number of errors is called the potential level.

Technical Information

The reviewer (Buros 7) compliments the authors of the instrument for the systematic approach to the diagnosis of reading. However, the stardardization and the norms of the instrument are criticized.

No reliability information is available for the optional scores. The estimates of readability presented in the manual are not adequate.

The reviewer suggests that the test is very helpful in the diagnosis of reading difficulties in children, but that the assignment of grade equivalents based upon the normative data provided in the manual is dangerous. Additionally, she judges that the instrument is most valid for readers in grades one through four.

Available From

Regional Manager
CTB/McGraw Hill
Manchester Road
Manchester, MO 63011

DISTRIBUTIVE JUSTICE SCALE (DJS)
Grades K - 5

Test Purpose

The test measures an individual's sense of justice in the distribution of material wealth.

What the Test Measures

The instrument measures distributive justice which is a construct in Damon's theory of moral development. Damon's theory is in the Kohlbergian tradition of stages of development but is a form of reasoning which is more a part of "everyday" life then Kohlber's justice decisions.

Test Description

The test consists of 10 pair comparisons each for two dilemas which are verbally presented to the child. The test must be administered individually by an examiner who has had experience with the instrument. Each dilemma presents a story to the child which has an aspect of distribution of money in it. The items present drawings which are conclusions to the story. Each item choice for the child represents a pair of conclusions which are at different stages in Damon's theory. Because Damon's theory has five stages of development, each dilemma is followed by 10 items, i.e., each stage is paired with every other stage. The stages are depicted with pictures showing the conclusion of the story.

The pictures contain both male and female figures which are alternated in the conclusion pairs to control for sex role bias. The statements representing each stage (the oral description of the pictures given by the examiner) have been balanced for the number of words. That is, the higher levels of moral development are not presented with more complex language. Scoring is based upon the level of development represented by the picture the child selects. The lowest level of development is assigned zero points, the highest level of development is assigned two points and the intertersary developmental stages are in increments of one-half point.

Technical Information

Four studies were performed to study the reliability and validity of this instrument. In each of the studies, the scores from the dilemmas were correlated with each other and with the Spearman-Brown formula, used to predict the estimated internal consistency of the measure. The coefficients in the four studies were .61, .68, .70 and .77.

Two of the studies investigated the correlates of the DJS. In one study the DJS was correlated with a test of the Piagetian task logical reciprocity, resulting in a correlation coefficient of .39. In a second study the DJS was correlated with the verbal section of the Peabody Picture Vocabulary Test resulting in a correlation of .25. In each of these studies, multiple grades were represented and the DJS was able to significantly distinguish between age level. Thus, scores on the instrument were linearly related to age as would be expected.

The third and fourth study investigated the cross-cultural applicability of the DJS. The instrument was shown to be usable in another culture -- Zaire, Africa. The instrument was able to detect slower development in lower class children compared to middle class children.

Available From

Robert Enright
University of Wisconsin
Madison, Wisconsin

DRUG ABUSE QUESTIONNAIRE
Adult

Test Purpose

This test investigates drug abuse at the neighborhood level.

What the Test Measures

The questionnaire is in five parts: Your Present Situation, Your Knowledge of Drug Abuse, Your Outlook on Drugs and Your Neighborhood, Your Personal Knowledge of Drug Use in Your Neighborhood, and Your Personal Experience with Drugs.

Test Description

The questionnaire is designed to be either group or individually administered in an untimed situation. It takes between 15 and 45 minutes to complete depending on the reading ability of the respondent. The total questionnaire contains 130 items. Part I contains 24 demographic items. Part II contains 13 knowledge items which are answered yes/no or true/false. Part III contains 56 attitudinal items which are rated on Likert type scales. Part IV contains 24 questions which are responded to on a Likert-type scale but are more the reporting of fact than the items in part III. Part V contains 13 questions which are answered yes/no concerning involvement with drugs in the past, at the present, and in the future.

Technical Information

No reliability or validity is available for the instrument.

Available From

Dr. William W. Michaux
Consulting Psychologist
501 Colleen Road
Balltimore, MD

Also available from ETS Test Collection Set A #007473

A DRUG KNOWLEDGE INVENTORY, EXPERIMENTAL EDITION
Grades 7 - 16

Test Purpose

This test is an aid in stimulating and guiding organized group discussion on drugs and their use and abuse.

What the Test Measures

The inventory is scorable to represent achievement in the area of drug knowledge. However, if the instrument were to be used as an achievement test, potential users should review the items for consistency with their instructional objectives.

Test Description

The instrument is designed to be administered in a group setting under untimed conditions. It consists of 44 multiple-choice items which cover specific information about addictive and habit-forming drugs, and knowledge about drug use and abuse.

Technical Information

The administration manual says that the items for the instrument were selected from an initial draft to produce a satisfactory level of internal consistency reliability. However, the coefficient of reliability is not given.

A reviewer in Buros 7 remarks that the test does serve its purpose as a discussion guide, but he does not recommend the use of the instrument as an achievement test. Several items are judged to be keyed incorrectly in the opinion of the reviewer.

Available From

Family Life Publications, Inc.
P.O. Box 427
Saluda, N.C. 28773

DURRELL ANALYSIS OF READING DIFFICULTY (1955 Ed.)
Grades 1 - 6

THIS TEST HAS A PROPOSED REVISION AVAILABLE IN THE FALL OF 1980

Test Purpose

The ANALYSIS is designed to provide the examiner with a general level of reading achievement and specific diagnostic information on which to plan an educational strategy for the child in a corrective reading program.

What the Test Measures

Through the assessment of word recognition, oral and silent reading, listening and vocabulary comprehension, spelling, visual and auditory discrimination of letters, sound discrimination of letters, sound discrimination of words, handwriting, syntax matching, visual memory of words, phonic spelling, and phonemes, the examiner is able to discover the child's strengths, weaknesses and faulty reading habits that can be corrected in a remedial program.

Test Description

The ANALYSIS is an individually administered test with eight subparts: 1) Oral reading; 2) Silent reading; 3) Listening and comprehension; 4) Supplementary paragraphs; 5) Word recognition; 6) Visual memory; 7) Auditory analysis; and 8) Spelling and handwriting. The whole group of subtests takes approximately 30 to 90 minutes to administer. Not all subparts would be administered to examinees at the early grade levels.

Several unique features of the instrument packet include: 1) a profile chart, 2) checklists of instructional needs, 3) a general history form (medical history, home history and remedial plans), 4) special subtests for non- and pre-primary readers, and 5) inclusion of tachistoscope (a quick flash device) so that extra words and phrases, selected by the teacher, may be used.

Technical Information

Because the ANALYSIS has been developed as primarily a diagnostic tool, the authors believe that an analysis of the mistakes made by children is of more importance than norms for the instrument.

Consequently, the level of information for each of the subtests varies somewhat. Grade norms for tests of oral and silent reading are based on time and are provided at the top of each paragraph. The Listening and Comprehension Subtest contains no norms. Criterion for determining the ability are provided. Mid-year norms are provided for some subtests, while fall norms are provided for others. Some of the subtests include checklists of difficulties, while others (pronunciation and spelling) contain a detailed table for analysis of errors.

The technical manual from the publisher states that the instrument correlates with other measures of reading, but is not specific. Researchers using the instrument have shown correlations with mental age and visual memory span. Data concerning reliability is not present in the manual.

Available From

The Psychological Corporation
Regional Office
7555 Caldwell Avenue
Chicago, IL 60648

EDGINGTON ATTITUDE SCALE FOR HIGH SCHOOL FRESHMAN BOYS
Grade 9

Test Purpose

The scale was developed to determine favorable and unfavorable attitudes of high school freshman boys toward physical education.

What the Test Measures

The total score of the instrument is reflective of four general areas of physical education: physical development, motor development, mental development and human relations. However, since objectives of instruction were used in both the development and selection of items for the instrument, it may be curriculum bound and users should review the test to ensure content validity.

Test Description

The test may be group administered and is designed as an untimed instrument. It contains 66 statements which are rated by the students on a six point Likert-type scale. Response scale categories number from positive three to negative three. There is no zero.

Technical Information

The reliability of the instrument was assessed using the split-half method. The coefficient was found to be .92. Test-retest studies of the instrument resulted in coefficients of .77 and .81.

Validity evidence for the instrument rests on the item selection procedures. They are based on the objectives of instruction in physical education and also a jury review of the relative positiveness or negativeness of the items. One small study with 30 boys showed that the instrument divided the boys in two categories (favorable attitudes and unfavorable attitudes) as adequately as opinions of instructors.

Available From

C. W. Edgington
Bemidji State University
Bemidji, MN 56601

Also available from ETS Test Collection Set E #009368

EDWARDS PERSONAL PREFERENCE SCHEDULE
Ages 18 - Adult

Test Purpose

The test is a measure of personality needs and is useful in a research setting or for individual counseling.

What the Test Measures

The test has been designed to assess the relative strengths of 15 manifest needs selected from Murrary's need system. Subscores are given for Achievement, Deference, Order, Exhibition, Autonomy, Affiliation, Intraception, Succorance, Dominance, Abasement, Nurturance, Change, Endurance, Heterosexuality, and Aggression.

Test Description

Each need is represented by nine statements. The statements representing each need are presented in forced-choice format paired with a statement representing another need. The pairs of statements are presented to the examinee for selection. The publisher states that the construction of the items minimizes the tendency of the examinee to choose face-saving or socially desirable responses.

Norms are provided for college students and adults. The representativeness of the norm group for adults has been called into question by some authors.

Technical Information

This instrument has been widely used in research. For a comprehensive bibliography of alternative sources see Buros 7th edition.

Internal consistency reliability coefficients reported in the manual range from .60 to .87 with a median of .78 and one week retest reliability coefficients range from .74 to .87 with a median of .83.

Individual use of this instrument should always be accompanied by a counseling session with someone who is well trained in the interpretation of the device.

Available From

The Psychological Corporation
Regional Office
7555 Caldwell Avenue
Chicago, IL 60648

ELECTRICAL SOPHISTICATION TEST

Test Purpose

The test is designed to measure knowledge of electricity. To judge competence for a job.

What the Test Measures

The test covers concepts of relays and other factors of simple electricity.

Test Description

The instrument is untimed, but it is very short and 10 minutes should be adequate. The test consists of 14 four-choice, multiple-choice items. Answers are given on the test sheet. Consequently, hand scoring is the only option. Percentile norms for various groups are given, including random job applicants, electricians and electrical engineers.

Technical Information

The reliability of the test was assessed through the test-retest method with 238 college men and a seven week interval between testing. The coefficient found was .74.

Validity of the instrument is inferred from differences in mean scores of the groups for which norms are produced, i.e., random job applicants, electricians, and electrical engineers.

Available From

Psychometric Affiliates
1743 Monterey Street
Chicago, IL 60643

ELEMENTARY MODERN LANGUAGE APTITUDE TEST (EMLAT)
Grades 3 - 6

Test Purpose

This test is designed to give an indication of probable degree of success in learning a foreign language.

What the Test Measures

While the test is constructed in such a way to give four part scores, in addition to the total score, only the total score has empirical validity concerning its interpretation. The total score is indicative of successful learning in a foreign language.

Test Description

The testing time is 61 minutes and may be administered in two or more sessions. A tape recorder is essential for the administration of part four of the instrument. The four parts are:

HIDDEN WORDS: the examinee must find a synonym for a stimulus consisting of a group of letters which when spoken approximates an English word.
MATCHING WORDS: the task is to find the word in the second sentence having the same syntactic function as a particular word in the first sentence.
FINDING RHYMES: the examinee must find in a list of words, the word which ryhmes with the stimulus word.
NUMBER LEARNING: the examinee learns the names of numbers in an artificial language and then must write them down when he hears them presented.

The instructions for the test are given by tape. All responses are made in the test booklet. Hand scoring is the only score option.

Technical Information

Percentile norms are available for the total score only. The manual attributes diagnostic information to the part scores but no empirical evidence is presented for the interpretation. While the sample on which the norms are based is relatively small, reviews have found it to be representative (Buros 7).

Because the test is speeded, the developers did not use the typical split-half reliability estimates. Rather, they administered half-test in half the allocated time, correlated the results, and corrected the correlations. Results of this procedure yielded reliability estimates from .93 to .96 for the total test and from .70 to .95 for the subparts. Forty samples were used in validity studies involving the investigation of the correlation between the total test scores and course grades in language (French or Spanish). The obtained validity estimates are impressively high, ranging from .23 to .84 with 37 at or above .40 and 10 about .60.

Available From

The Psychological Corporation
Regional Office
7555 Caldwell Avenue
Chicago, IL 60648

EXAMEN DE ESPANOL PARA ESCUELAS ELEMENTALES
(Spanish FLES Test)
Grades 4 - 6

Test Purpose

This is a test of Spanish language reading and aural comprehension.

What the Test Measures

The test produces two scores: Reading comprehension and Aural comprehension.

Test Description

The test requires language laboratory facilities. However, machine scorable answer sheets are available. The cassette tapes for the aural comprehension section are available from the school district which developed the test.

The aural section contains 30 items: 8 pictures, 7 numbers, 5 concerning time, and 10 in listening comprehension exercises. The reading section includes 40 items: 20 items which are vocabulary, and 20 which are completion exercises.

Technical Information

No reliability or validity information is available for the test. Users of the instrument should review the instrument for content validity. The validity of the measurement depends on the instructional objectives of the user.

Available From

West Hartford Public Schools
211 Steele Road
West Hartford, CT 06117

Also available from ETS Test Collection Set E #008991

EXAMEN DE LECTURA EN ESPANOL
Grades 7 - 12

Test Purpose

The test is designed to determine placement in a Spanish curriculum.

What the Test Measures

The test measures the ability to respond to questions after reading a passage in Spanish. Since part of the selections are based upon the curricula of the developer, users of the instrument will have to review the instrument for content validity. Test items measure comprehension, interpretation, vocabulary, inference and generalization.

Test Description

The instrument contains 30 multiple-choice items of which 28 are scored and 2 are samples. The instrument may be group administered. Eight reading passages are arranged according to their reading difficulty.

Technical Information

No reliability or validity data are available for the instrument. Potential users should review the instrument for content validity.

Available From

Dade County Public Schools
Division of Elementary and Secondary Education
1410 N.E. Second Avenue
Miami, FL 33132

Also available from ETS Test Collection Set E #010163

EXAMEN DE LENGUAJE EN ESPANOL
Grades 5 - 7

Test Purpose

The test is designed to determine placement in an elementary Spanish curriculum.

What the Test Measures

The total score on the instrument measures vocabulary and language usage in Spanish. There are three sections on the test: language usage, i.e., spelling, homonyms, function words, verbs and vocabulary, i.e., word meaning and synonyms.

Test Description

The test is designed to be given in a group setting. It contains 48 multiple-choice items, 45 of which are scores, and 3 sample items.

Technical Information

No information relative to the reliability or validity of the instrument is available. However, the instrument may be curriculum bound, since the developer of the instrument used a Spanish curriculum to select some of the items.

Available From

Dade County Public Schools
Division of Elementary and Secondary Education
1410 N.E. Second Avenue
Miami, FL 33132

Also available from ETS Test Collection Set E #010164

EXPERIMENTAL TEST OF SOCIAL PERCEPTION

Test Purpose

The device is designed for research use only. It is a measure of social sensitivity or social intelligence.

What the Test Measures

The total score represents the ability to perceive the emotional states of others from the expressions on their faces. Because of the formatting of the device, perception of emotion is with same sex faces and the score may not generalize to sensitivity of all persons' emotional states.

Test Description

Two forms of the test are available. All male faces are depicted in the male form and all female faces are depicted in the female form. It consists of a series of facial photographs depicting ten different emotional states. The examinee is given two pairs of adjectives and must select that pair which most accurately describes the emotional state represented.

An optional vocabulary test is available for use with the instrument to determine if the adjectives used in the test of social perception are within the examinee's vocabulary.

The instrument contains 90 items and may be given in a group or individually. Administration is untimed, but approximately 25 minutes is necessary for completion. The emotional states represented are Worry, Suspicion, Fear, Sadness, Confusion, Anger, Scorn, Gaiety, Surprise, Coy (female form only) and Firm (Male form only).

Technical Information

Correlations between scores on the same form were found to be low. However, correlations between the two forms was found to be .8. Evidence of content validity of the items (i.e., the photographs) was obtained by having judges review the photos for an opinion of the emotions that they depicted. Photos on the test represent those for which there was agreement amongst judges as to the emotion depicted.

Available From

Dr. Steven Vandenberg
Department of Psychology
University of Colorado
Boulder, CO

Also available from ETS Test Collection Set A #007590

"FACES" ATTITUDE INVENTORY
Grades K - 3

Test Purpose

The test detects attitudinal differences in young children.

What the Test Measures

The inventory produces two scores--one represents attitude towards school in general and the other represents attitudes toward mathematics in particular.

Test description

The questionnaire contains 20 items, ten concern attitude toward school and ten concern attitude toward mathematics. The instrument is designed to be given in a group setting under untimed conditions. Each of the items poses a specific problem situation. The students mark their responses on answer sheets which are coded by color to the item number. The response format given to the examinee is a series of three faces--one smiling, one with no expression, and one with a frown. The items are read to the class by an administrator, reading ability is not necessary for this instrument.

Technical Information

Both scales have internal consistency coefficients of .74. No empirical validity studies are available on the instrument, but the instrument was content reviewed by a panel at Research for Better Schools, Inc. (RBS).

Available From

Eui-Do Rim
Research for Better Schools, Inc.
Suite 1700
1700 Market Street
Philadelphia, PA 19103

Also available from ETS Test Collection Set D #008354

FACES SCALE
Grades 1 - 3
Forms A & B

Test Purpose

This scale, designed for research only, assesses self-concept in reference to school, social relationships, physical development and home life.

What the Test Measures

The test produces a single score which reflects the student's self-concept determined by self reported ratings of self in relation to a number of statements.

Test Description

The test is untimed and can be administered in group situations. The answer sheet presented to the students has two faces for each item, one smiling and one frowning. The student is directed to cross out the smiling face when they like the teacher's statement and cross out the frowning face when they don't like it. The score is the sum of the smiling faces crossed out by the student.

Technical Information

No reliability or validity information is available on the instrument.

Available From

Dr. Jack Frymier
School of Education
The Ohio State University
Columbus, OH

Also available from ETS Test Collection Set A #005926

FACTS ABOUT SCIENCE TEST
Grades 7 - 8

Test Purpose

The test is designed as an achievement test in three objective areas of science: general nature of science, special characteristics of scientists, and the way science fits into our society.

What the Test Measures

Scores for each of the above areas are produced by the instrument. The authors contend that the instrument stresses the measure of understanding rather than facts. However, no empirical validation of that contention is given.

Technical Information

No reliability or validity information is available for the instrument. The judgment of content validity should be made by the user of the instrument.

Available From

Educational Testing Service
Princeton, NJ 08540

Also available from ETS Test Collection Set B #101333

FASCINATION INVENTORY

Test Purpose

The test was designed for use with college students to predict the kinds of general activities or preferred behavior from which an individual is likely to receive the strongest satisfaction, by which he/she is most likely to be thoroughly challanged, and to which he/she is most likely to dedicate the greatest efforts.

What the Test Measures

The inventory is based on Frank Shaw's work concerned with the conservation, development, and stimulation of human talent. Four scores, or flair areas, are provided: THINKING, MANAGING, HELPING, and DOING. The THINKING variable measures preference for planning, for symbolic manipulations, reasoning, anticipating and philosophizing. The MANAGING variable indicates preference for organizing and directing, and for motivating and controlling human and natural events. The HELPING variable measures preference for coaching, assisting, and sympathizing, and for working in mutual teamwork activities. The DOING variable indicates a preference for action, and for accomplishing programs, projects and plans.

Test Description

The inventory consists of 84 rating scale items. It is given under untimed conditions and can be given to individuals or groups. The forms may be either hand or machine scored. The number of points on the scale vary for each of the items. In some cases, there are three points, and in some cases two. The instrument is filed with an interpretation manual. The instrument can be interpreted by the individual alone or with the aid of a counselor. The scores are supposed to help an individual learn how to use his/her characteristics in planning a career.

Technical Information

While the test was primarily designed for use with college students it may be applicable for use with older high school students. Since this instrument was designed with a theoretical base, i.e., Frank Shaw, it is also applicable for research which uses the theory.

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As evidence of validity the developers correlated this inventory with the Shaw Preference Association Survey. However, they did not report the level of the correlation. No information is given relative to reliability or norms. Therefore, care should be taken when the scores are interpreted. Even though an individual may interpret the scores him/herself according to the interpretation manual, given the lack of empirical validity and reliability, it would be best for a counselor to be involved.

Available From

Test Collection
Carl Campbell
Brigham Library (ETS)
University of Alabama
Birmingham, AL 35294

Also available from ETS Test Collection Set E #005789

FEHRENBACH SENTENCE COMPLETION FORM
Adolescents

Test Purpose

The test can be used as a screen to identify student of both potential leadership ability and of potential adjustment difficulty. It is designed to be used as a point of departure for counseling or therapy, rather than for diagnosis.

What the Test Measures

The instrument developer contends that the instrument can bring a personalized and specific approach to the theoretical concepts of mental health and adolescent psychology. Through a series of sentence completion items, it purposes to separate individuals (adolescents) with problems from those who have adequate patterns of adjustment.

Test Description

The test is a series of 100 incomplete sentences which the adolescent is directed to complete. Only 36 of the 100 items are scored. Training is needed to score the completion, it is subjective in that a response which may be meaningless in themselves, can indicate an adjustment problem. Part of the scoring system includes consideration of which items have been omitted by the student, which are evaded, i.e., the competition avoids the meaning of the stem, and which have reverse identification, i.e., confusion between the relationship of noun and pronoun. These three responses are described as signs of trouble.

Technical Information

No reliability information is presented on the instrument. Nor is any information given concerning the use of the instrument by individuals who do not have clinical training. A study was performed which correlated the biforcation of a group of students using this instrument and getting administrator ratings of adjusted or troubled. The instrument significant correlated with ratings of "adjustment".

Care should be taken to insure that this instrument is used only by individuals who have experience counseling or who have been trained in the scoring system. The instrument can be used as only a preliminary indicator of maladjustment and should not be used for diagnosis.

Available From

Alice R. Fehrenbach
3232 S. Josephine St.
Denver, CO 80201

Also available from ETS Test Collection Set E #005789

FLANAGAN APTITUDE CLASSIFICATION TESTS
Grades 9 - 12 and Adult

Test Purpose

The battery measures potential for success in specific careers.

What the Test Measures

The battery contains 16 different tests each of which are available in a separate booklet. The measures available are: Inspection, Coding, Memory, Precision, Assembly, Scales, Coordination, Judgment and Comprehension, Arithmetic, Patterns, Components, Tables, Mechanics, Expression, Reasoning, and Ingenuity.

Test Description

The tests are group administered aptitude tests. Directions for the administration of the tests are clear and explicit. However, the tests are difficult to administer because some of the subtests are untimed and some must be timed precisely. Practice with the administration of the test is necessary to maintain the validity of the scores with the examinees. Administration of the various tests requires students to use different types of pencils for some tests and to transfer their answers from one booklet to another.

Technical Information

For complete reviews of the battery, see Buros 5 and 6.

The reliabilities of the various subtests in this battery are lower than one would expect for an instrument designed for individual prediction. However, each of the subtests is not designed to be used individually, but rather, the combination of all of the subtests are related multiply to various occupational groups. When the battery is used in this manner the reliability is adequate.

The test manual contains correlations with various professions and occupations, to aid the counselor in guiding a student in his/her occupational choice.

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Correlation coefficients for occupational stanines with criteria of progress and performance in college fields are relatively good, with the exception of the "social worker" aptitude area. The validity coefficients for occupational stanines with criteria of progress and performance in business and clerical fields were uniformly low.

Reviewers recommend that the results of the test be individually interpreted to the students. A booklet has been prepared by the publisher to aid interpretation. Reviewers feel that the use of the word "cut score" may imply to the students that the scores should not be interpreted flexibly.

Available From

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, IL 60606

FLEXIBILITY IN FINDING MEANINGS TEST
Ages 9 - 20

Test Purpose

This test measures the ability to shift conceptual sets in order to find an appropriate meaning for a multiple-meaning word. The test was developed to investigate the vocabulary development of deaf children.

What the Test Measures

The total score is a measure of the ability to recognize word (homograph) meanings in misleading contexts.

Test Description

The test is designed to be administered in a group setting under untimed conditions. It is a vocabulary test in which the correct answer is embedded among other words some of which are helpful in finding the meaning and some of which are associated with a different meaning. The test contains 25 sets of 4 items. The inflexibility score is the number of helpful contexts correct minus the number of misleading contexts correct all divided by the number of helpful contexts correct.

Technical Information

When used in a study of deaf children and normal children, it was found that normal children got a higher overall score on the vocabulary test, but that deaf children had higher scores in the misleading contexts. This was interpreted to mean that word associations play a smaller role in the thinking and verbal processes of the deaf.

The inflexibility score has low reliability partially because it is based on two fallible pieces of information. The coefficients range from .18 to .60.

Available From

Walter H. MacGinitie
Department of Psychology and Education
Teachers College - Columbia University
New York, NY 10027

Also available from ETS Test Collection Set D #008410

FLEXIBILITY TEST TO MEASURE LANGUAGE DOMINANCE IN SPANISH-ENGLISH BILINGUALS

Ages 10 and above

Test Purpose

The test was designed for identification of an individual's dominant language.

What the Test Measures

Dominant languages defined by this instrument is the language that an individual uses when faced with an ambiguous task.

Test Description

Scores are determined by ratings of student responses to nonsense units. The test contains 5 nonsense units which are presented to students for 2 minutes each. The student is asked to make words from the stimuli. Scores then rate the words to identify the students dominant language. Some training for the raters is required to achieve reliability and validity. A videotape of the administration procedure is available.

Technical Information

One hundred fifth and sixth graders were used in a study to determine test-retest reliability with a six week interval between testing. The correlation between the scores was .87. The same students participated in a concurrent validity study using the Ambiguous Verbal Stimulus Test to Measure Language Dominance in Spanish-English Bilinguals. The correlation between the two measures was .84.

Available From

Dr. Gary D. Keller
M.A. Program in Hispanic Linguistics
Dept. of Romance Linquistics
City College of New York
New York, NY 10031

Also available from ETS Test Collection Set B #004322

FORMAL OPERATIONS TEST - BIOLOGY
Ages 13 and above

Test Purpose

The test measures formal reasoning within the framework of Jean Piaget's theory.

What the Test Measures

The total score of the test indicates ability to use the formal rules of logic with the setting of biological concepts. Since scores on the test are related to vocabulary knowledge, they are not pure measures of logic. The test does not measure achievement in biology.

Test Description

The instrument contains 30 items each of which presents a major premise and a minor premise. The task for the examinee is to select the conclusion of the argument which is correct using the formal rules of logic. Each of the items has six alternatives for the examinee to select from. Each of the item stems is assumed to be true according to the directions and is an imaginary declarative premise or an absurd declarative premise.

Technical Information

The instrument was content reviewed by a panel of high school teachers who were acquainted with the item specifics. It was correlated with a measure of Piagetian formal reasoning at three age levels and the coefficients which resulted were .22, .51, and .48. The test also correlated .33 with a vocabulary test.

No reliability information is available on the instrument.

Available From

William M. Bart
330 Burton Hall
University of Minnesota
Minneapolis, MN 55455

Also available from ETS Test Collection Set D #008422

FORMAL OPERATIONS TEST - HISTORY
Ages 13 and above

Test Purpose

This test measures formal reasoning within the framework of Jean Piaget's theory.

What the Test Measures

The total score of the test indicates the ability to use the formal rules of logic within the setting of history. This is not an achievement test in history.

Test Description

The instrument contains 30 items, each of which presents a major premise and a minor premise. The task for the examinee is to select the conclusion of the argument which is valid using the formal rules of logic. Each of the items has six alternatives from which the examinee may select. Each of the item stems is assumed to be true according to the directions, and is an imaginary declarative premise or an absurd declarative premise.

Technical Information

The instrument was content reviewed by two high school teachers who were acquainted with the item specifications. It was correlated with a measure of Piagetian formal reasoning using three age levels resulting in coefficients of .10, .59, and .48.

No information on the reliability of the instrument is available.

Available From

William M. Bart
330 Burton Hall
University of Minnesota
Minneapolis, MN 55455

Also available from ETS Test Collection Set D #008423

FORMAL OPERATIONS TEST -- LITERATURE
Ages 13 and above

Test Purpose

The test measures formal reasoning within the framework of Jean Piaget's theory.

What the Test Measures

The total score of the test indicates the ability to use the formal rules of inference within the setting of literature. This is not an achievement test in literature.

Test Description

The instrument contains 30 items each of which presents a major premise and a minor premise. The task for the examinee is to select the conclusion of the argument which is valid using the formal rules of logic. Each of the items has six alternatives from which the examinee may select. Each of the premises in the stems is assumed to be true according to the directions, and is an imaginary declarative premise or an absurd declarative premise.

Technical Information

The instrument was content reviewed by two high school teachers who were acquainted with the item specifications. It was correlated with a measure of Piagetian formal reasoning using three age levels resulting in coefficients of .40, .52, and .52.

No information on the reliability of the instrument is available.

Available From

William M. Bart
330 Burton Hall
University of Minnesota
Minneapolis, MN 55455

Also available from ETS Test Collection Set D #008424

FOUR MUSIC CONSERVATION TASKS
Ages 5 - 13

Test Purpose

The tasks are designed to assess the development of simple conservation skills in music listening. The tasks are patterned from Piagetian conservation tasks.

What the Test Measures

The tasks measure whether a student is able to describe similarities and differences between two pieces of music which come from the same piece, but have been systematically deformed. Abilities measured include change in instrument, mode, tempo, harmony, rhythm, contour, and interval.

Test Description

The tasks are four phrases selected from Bartok's piano music for children. The respondent must indicate whether the second tune is the same as, or different from the first, and describe how it is the same or different. The test requires two tape recorders for administration. One recorder is used for the administration of the items and the other is used to record the student responses. Training is required for accurate scoring of the device.

Technical Information

This instrument is in the developmental stages. Norms are not currently available. Validity studies are underway. Results of a reliability study show that a correlation of .74 results from correlating with an interval deformation score and a correlation of .97 results from correlating with an instrument deformation score.

Available From

Marilyn P. Zimmerman
Music Consultant & Researcher
11 Carriage Place
Champaign, IL 61820

Also available from ETS Test Collection Set D #008328

FRENCH FLES TEST
Grades 4 - 6

Test Purpose

This is a test of Franch language reading and aural comprehension.

What the Test Measures

The test produces two scores: Reading comprehension and Aural comprehension.

Test Description

The test requires language laboratory facilities. However, machine scorable answer sheets are available. The tapes of the aural comprehension section are available from the school district which developed the test.

The aural section contains 45 items: 10 pictures, 10 numbers, 5 concerning time, and 20 in listening comprehension exercises. The reading section includes 20 items which require identification of category, and 20 items which are completion exercises.

Technical Information

No reliability or validity information is available for the test. Users of the instrument should review the instrument for content validity. The validity of the measurement depends on the instructional objectives of the user.

Available From

West Hartford Public Schools
211 Steele Road
West Hartford, CT 06117

Also available from ETS Test Collection Set F #008990

FRENCH LANGUAGE QUESTIONNAIRE
Grades 7 - 8

Test Purpose

The instrument was designed to measure attitudes toward learning French as a second language.

What the Test Measures

The instrument produces a single score which is an indicator of motivation to learn French. Items on the instrument define the aspects of this motivation in terms of four factors: utilitarianism, aestheticism, tolerance and projection.

Test Description

The instrument contains 26 items which are rated on a five point Likert-type scale. The dimensions of the scale are from "disagree very much" to "agree very much".

Technical Information

The internal consistency of the instrument was .96 using the Kuder Richardson Formula 20. The instrument was validated by correlating it with Motivational Intensity Scale. However, since the developer of this instrument changed the Motivational Intensity Scale, the correlation doesn't add much evidence.

Since this instrument was developed in Canada where French has more utilitarian value than it does in this country, the instrument may be culturally bound. Evidence of validity in a culture which is not bilingual should be gathered.

Available From

Bikkar S. Randhawa
Research Resources Center
3103 Educational Building
University of Saskatchewan
Saskatchewan, Canada

GATES-MACGINITIE READING TEST (1965)
Level E, Grades 7 - 9
Forms 1, 2, & 3

Test Purpose

The purpose of the test was to provide data relevant to the status of achievement of students in reading. No position is taken by the authors relative to their view of the reading process or their rationale for the focus of the test.

What the Test Measures

The test contains three subtests which yield four scores for each individual. The tests are:

SPEED AND ACCURACY: contains short paragraphs followed by questions.
VOCABULARY: test word followed by five other words, one of which is similar in meaning to the test word.
COMPREHENSION: twenty-one passages in which a total of 52 blank spaces have been introduced. The student must decide which one of the five completions best conforms to the meaning of the whole passage.

Aside from the obvious speediness of the first subtest, 15-25% of the students taking the vocabulary and comprehension test don't finish. Additionally, there is some concern relative to the "cloze-like" format of the comprehension test. This format tests the student's control of structural and semantic text restraints, and thus may contribute to comprehension.

Test Description

The test is designed to be given in two sessions of forty-four minutes each plus fifteen minutes of setup time. The reading passages in the speed and accuracy subtest are of relatively equal difficulty rather than ascending difficulty. Several scoring options are available to the users, including hand score, machine scorable answer sheets and a scoring service. The hand scoring option has been noted as cumbersome by reviewers.

The standard service provides a list report in triplicate, by classroom. The list report states the student's standard score, grade equivalent, and percentile score for all the subtests. A vocabulary-comprehension composite is stated in terms of a standard score and percentile score.

Technical Information

Alternate form and split-half reliability coefficients range from .88 to .94 for comprehension and vocabulary. Alternative form reliabilities for Speed and Accuracy Subtest range from .68 to .77. The correlations among the subtest scores for this revision of the instrument are substantially below the reliabilities, which is an improvement over previous versions of this instrument.

While no information is given in the manual to assist the user in making a judgment relative to the content validity, procedures for item try-out are specified which indicate a rigorous procedure involving 25,000 pupils nation-wide. The test manual does not give empirical validity evidence, but the G-M Reading Test has been found to correlate with the Analysis of Learning Potential Subtests appropriate to reading.

Norms provide standard scores and percentile scores for all three grades at the beginning of the year, midyear, and end of the year are given.

Additionally, grade equivalent scores are available for each raw score on any of the subtests. According to the reviewers, the norming group appears to have been quite adequate, although no attempt is made to describe the group, except to say that the communities were carefully selected on the basis of size, geographical location, average education level, and average family income.

Available From

Houghton Mifflin Co.
Wayside Road
Burlington, MA 01803

GETTING ALONG
Grades 7 - 9
Forms A & B

Test Purpose

The test was designed to measure pupil behavior in everyday situations. The author contends that the instrument helps teachers to identify pupils who may need help in improving behavior.

What the Test Measures

Three scores are produced by the instrument:

Getting along with one's self (self-acceptance)
Getting along with other's (acceptance by others)
Getting along in one's environment (facing reality)

Test Description

The instrument takes between 35 and 45 minutes to administer, however, it is untimed. Each of the parts contains 14 forced-choice items, hence the instrument is 42 items long. Scoring keys are provided and the items are amenable to either hand or machine scoring.

While individual scores are useful, the author suggests that the scores can be tallied into a class profile chart to show overall class responses to the test. The author suggests such presentations denote trends among class scores and differences among individual scores for determining the need for some type of classroom instruction.

Two sets of norms are provided for both forms A and B. Set 1 contains tallies by grade, set 2 contains tallies by sex and grade. Percentile norms are also provided separately for boys and girls on each part of the test for each form.

Technical Information

Reliability was estimated using the Kuder-Richardson Formula 21. Coefficients were calculated for each grade and sex. The coefficients are in the .70's and .80's, except 7th grade girls whose coefficient was .57.

Validity was established with correlations with I.Q.. reading achievement, social adjustment ratings by teachers and social adjustment ratings by administrators. The coefficients were in the .4's and .5's with IQ, and in the .3's and .4's with reading. The measure of association used with the ratings was a Wallace and Snedear, which were significant at the .01 level.

Available From

Dr. Trudys Lawrence
5532 Poplor Blvd.
Los Angeles, CA 70032

Also available from ETS Test Collection Set A #003235

GRAY ORAL READING TEST
Grades 1 - 16
Forms A, B, C, & D

Test Purpose

The instrument was designed to access oral reading skills and as an aid in diagnosing reading difficulty.

What the Test Measures

A score is given which represents reading by grade level. There is no contention that this score relates to comprehension, rather it is the ability to read material which is written at a certain level of difficulty.

Test Description

The test consists of thirteen reading passages in ascending difficulties, four comprehension questions per passage, asked at the end of the passage. These are intended to measure specific recall of details and are not to measure general understanding. Scoring involves consideration of time, number and type of mistake, and number of comprehension questions answered correctly. The errors are divided into eight types: aid on words, gross and partial mispronunciation, omissions, insertions, substitutions, repetitions, and inversions.

Some training may be required for use of this test. The directions are straightforward, however, the format for coding the different types of errors is rather difficult. It is suggested that tape recording of the test sessions be made for future checking.

Technical Information

Equivalent forms reliability coefficients on this set of forms range from .96 to .98. Validity rests on the careful steps taken in the test construction and content. In the norm population the passages were shown to discriminate among grade levels. However, the samples for the norm group represent only two states and local grade norming may be advisable.

- Reviewers have pointed out that the inclusion of four forms have made this test very useful and that a great deal of effort was put in to make sure that the four forms are comparable in difficulty. While this test does not measure comprehension, it appears to fill a void in the existing reading assessment instruments.

Available From

The Bobbs-Merrill Co.
4300 West 62nd Street
Indianapolis, IN 46268

GROSS GEOMETRIC FORMS
Ages 4 - 7

Test Purpose

The instrument was designed to assess creativity in young children. It is concerned with aspects of creativity in the dramatic arts only.

What the Test Measures

The child's manipulation of various flat, geometric forms is rated, yielding scores for productivity, communicability of ideas, and richness of thinking.

Test Description

The test must be individually administered. It consists of geometric shapes cut from felt and a felt board. The scores are ratings given based upon the observation of the child. Training is needed for administration and scoring.

Technical Information

The interscorer reliability of the instrument is reported at .99. Validity was shown by comparing the scores of the instrument with ratings by six "creative" people. The range of correlations found was .69 to .83 with an average correlation of .75.

Available From

Ruth B. Gross
Associate Professor of Psychology
Xavier University
Victoria Parkway
Cincinnati, OH 54207

Also available from ETS Test Collection Set B #005614

GROUP INSTRUMENT TO MEASURE YOUNG CHILDREN'S ATTITUDES TOWARD SCHOOL

Ages 4 - 9

Test Purpose

This scale is designed to measure the attitudes toward school of pre-literate early elementary school children.

What the Test Measures

The instrument produces a single measure of attitude toward school which includes both the social and the academic aspects of school.

Test Description

The format of the test is designed for the non-reader. The item stems are presented orally to the group. The response sheet contains a picture next to each response frame which allows the students to mark the correct line. The response scale is presented pictorially in the form of neuter, non-racial round faces with expressions ranging from a pronounced smile to a pronounced frown. The items are scored using a typical Likert-type five point system.

Technical Information

The instrument was developed through a pilot test with 22 children. In the pilot test version (40 items) the reliability was found to be .93 using Hoyt's statistic. Also in the pilot, the student test results were compared to data on each child collected through an interview and teacher ratings.

The final form of the test was used to compare scores of boys and girls. The girls scored significantly higher. The author uses this information to support the validity of the instrument, because she says it is consistent with the "common impression" that girls have more positive attitudes toward school. No reliability data is given for the final form of the instrument.

Available From

Carole A. Beere
Department of Psychology
Central Michigan University
Mt. Pleasant, MI 48859

Also available from ETS Test Collection Set E #008886

HOW I DESCRIBE MY FEELINGS
Grades 6 - 12

Test Purpose

The test gathers information concerning student Self-concept, Attitude toward school, and Attitude toward mathematics.

What the Test Measures

This instrument uses the semantic differential technique to measure Self concept, Attitude toward school, and Attitude toward mathematics. Each concept is measured by adjective pairs from the evaluative and the descriptive dimensions of semantic space.

Test Description

The instrument is group administered in an untimed setting. Each of the three concepts--People think that I am--School is--Math is-- is followed by a set of 9 bi-polar adjectives. The word pairs appear in different orders for the concepts and some have pole reversals to guard against response sets.

Technical Information

The internal consistency reliability for the three scores is .84, .87 and .88.

The data were factor analyzed and results closely resemble previous research findings in which the semantic differential technique was used to measure a concept. Empirical studies linking this self report data to behavior measures of attitude are not available. Content validity information comes from a review by a peer panel, and selection of the bi-polar adjectives from previous research.

Available From

Eui-Do Rim
Research for Better Schools, Inc.
Suite 1700
1700 Market Street
Philadelphia, PA 19103

Also available from ETS Test Collection Set D #008355

HOW I FEEL (HIF)
Grade 2 and 3
Form Oz

Test Purpose

The test was designed for use in individualized science programs to elicit students' attitudes toward their science classes, their study of science and certain science learning activities.

What the Test Measures

The questionnaire includes two scales: attitude toward science class and science, and anxiety about science class. Additionally, subcategory scores of "student behaviors" can be drawn from the instrument. Some subcategories are: 1) Manifestation of favorable attitudes toward science and scientists; 4) Enjoyment of science learning experiences; 5) Development of interests in science and science related activities; and 6) Development of interest in pursuing a career in science.

Test Description

The HIF is an untimed 30 forced choice item instrument. In previous administrations it was administered in four sessions of 30 minutes each. Two of the items are practice items, 16 items are scored on scale one -- Attitude toward science, 4 items are scored on scale two -- Anxiety, and the remaining 8 items are not assigned to the major scales.

Technical Information

Internal consistency reliability measures for the two scales were calculated at .56 and .50 for scale I and II respectively on a sample of 75. A manual is available from the authors which show the mean and standard deviation for a sample of 75. In an attempt to validate the instrument by correlating it with the Otis-Lennon Primary Mental Abilities Test, no correlation was found.

It should be noted that this test was developed primarily for use with individualized science curricula. Consequently, if the context of the measurement is different, the user may wish to modify this instrument.

Available From

Leopold Klopfer, Albert P. Nous, Kathy McCall
Learning Research and Development Center
University of Pittsburgh
Pittsburgh, PA

Also available from ETS Test Collection Set E #004325

HOW I FEEL ABOUT SCIENCE
Ages 3 - 8

Test Purpose

The test measures early elementary student's attitudes toward science.

What the Test Measures

Six components of the attitude toward science are measured by this instrument. They are: attitude toward science class, liking for science in comparison to other school subjects, anxiety about science class, self-direction in science, attitude toward science and science professions, and general attitude toward school.

Test Description

The test is given in a group setting under untimed conditions. Estimates of administration time range from 40 to 50 minutes. The instrument is designed for non-readers, consequently the teacher or examiner reads all of the items.

The instrument contains 36 items with two sample items to be used to prepare the examinees for the instrument. The response format for the students is a trichotomy of "yes" "?" "No".

Technical Information

The instrument was used with a group of over 900 students in three states. When these data were factor analyzed, the six subscore areas were collapsed to four -- attitude toward school, attitude toward science, attitude toward science professions, and self direction. The reliabilities of these four areas are .62, .43, .43, and .39 respectively.

Empirical studies linking this self report data to behavioral measures of attitude are not available. Content validity information comes from a review by a peer panel at Research for Better Schools, Inc. (RBS).

Available From

Eui-Do Rim
Research for Better Schools, Inc.
Suite 1700
1700 Market Street
Philadelphia, PA 19103

Also available from ETS Test Collection Set D #008356.

HOW I PERCEIVE MYSELF
Grades K - 3

Test Purpose

The instrument measures the child's self concept.

What the Test Measures

Self concept on this instrument is defined to be a combination of what the child thinks of himself and what he thinks his classmates think about him.

Test Description

The instrument is designed to be group administered in an untimed setting. The answer sheets provided to the examinees are of ten different colors. Teachers read the items which are in the form of a question and the students circle "yes" "?" or "no".

Technical Information

The instrument was used with approximately 200 second and third grade students who were in remedial programs. The internal consistency reliabilities on these data ranged from .42 to .57.

No empirical validity information is available on the instrument. Content validity evidence was gathered by using a peer review panel at Research for Better Schools, Inc. (RBS).

Available From

Eui-Do Rim
Research for Better Schools, Inc.
Suite 1700
1700 Market Street
Philadelphia, PA 19103

Also available from ETS Test Collection Set D #008353

ILLINOIS INDEX OF SELF-DEROGATION
Grades 1 - 2
Form 3

Test Purpose

The test was orginally designed to measure the tendancy toward self-derogation and the specific nature of the derogation in educable mentally retarded children and social maladjusted children.

What the Test Measures

It is difficult to say exactly what the test measures, since no validity data is available on the test and it is a self rating instrument used with very young children. Careful review of the instrument and tests should be made of it before it is used on a wide scale.

Test Description

The children respond by placing an x on one of two stick figures - one carrying a flag and one a balloon. The teacher describes the characteristics of the two figures and the child decides which of the stories is most like him or herself. There are 22 items.

Technical Information

The instrument was used as the pre- and post-measure in an experiment with special children. The author's contention that the instrument may be used with normal preschool and primary grade children is not supported with data.

Available From

ETS Test Collection Set A #005754

INCOMPLETE SENTENCES TASK
Grades 7 - 9

Test Purpose

The sentence completion task is designed to identify junior high school age children with emotional problems which might interfere with classroom learning.

What the Test Measures

The test contains 39 sentence stems which are scored with respect to hostility, anxiety, and dependency. The test is a projective device which has some directings for scoring that make it more or less objective. However, training is needed to interpret the completion of the items.

Test Description

The test contains 39 item stems which are completed by the student. Each item is scored two, one or zero; two indicates that the trait is indicated in the response, one indicates that the trait is suggested in the response and zero shows no indication of the trait. Norms for the total score are available for a sample of 267 girls and 290 boys.

Technical Information

The final form of the test was developed after pilot testing 75 item stems with 1,017 junior high students. Items were selected on the basis of a Chi square analysis to determine which items discriminated best. The criterion variable for the discrimination index was a behavior checklist filled out by teachers.

The final form of the instrument has inter-rater reliability coefficients of .97 and .95. Reviewers of the instrument contend that the items have clear content validity. Each of the variables has been shown to separate high from low students who had been independently measured on the traits.

There, also, is very low first order correlation among the three scores produced by the instrument indicating that the instrument may indeed measure three separate traits.

Available From

B. J. Lanyon
6626 E. Maverick Road
Paradise Valley, AZ 85253

Also available from ETS Test Collection Set E #008460

INDEPENDENT ACTIVITIES QUESTIONNAIRE
Grades 9 - 13

Test Purpose

Test was designed to assess an individual's achievements which may not be reflected in school grades. Measures of these accomplishments are put forth as evidence of a student's creative potential.

What the Test Measures

Scores in 20 areas of non-academic achievement are provided: agriculture, art & design, business, collecting, drama, electronics, exploring, games, handicrafts, home responsibility, leadership, mathematics, mechanics, music, politics, public speaking, scholarship, science, sports and writing.

Test Description

The instrument is untimed and may be group administered. The instrument contains 104 items which are grouped together by content area. The items describe activities or accomplishments of a socially significant type which the students self-report. Not all of the scores produced by the instrument are represented by the same number of items.

Technical Information

The instrument has not been investigated relative to its predictive validity. A content validation study was performed. The reliability of the instrument was studied using a test-retest design with an interval of six months. The coefficients ranged from .44 to .88.

Available From

Education Testing Service
Princeton, NJ 08540

Also available from ETS Test Collection Set B #001518

INTELLECTUAL ACHIEVEMENT RESPONSIBILITY QUESTIONNAIRE
Grades 3 - 12

Test Purpose

The scale is designed to measure children's conception of locus of control.

What the Test Measures

Locus of control for the purposes of this instrument has been defined to mean the extent to which children believe that they are responsible for their own intellectual and academic success or failure.

Test Description

The instrument is untimed and can be administered in a group setting. It has 34 items, each of which has two alternatives. Each items describes positive achievement experience or a negative experience. The stem is followed by one alternative which suggests that the event was caused by the child and the other placing blame on another. Responsibility scores for the negative and positive stems are counted separately, then combined for a total score.

Technical Information

The reliability of the test was assessed with two different methods at the level of the subscores, i.e., scores for the positive and negative events, and the total. The test-retest coefficient for positive was .69, for negative was .74, and for total .69. Split-half reliability was calculated on the subscale scores only; .54 for positive scores and .57 for negative. These data come from grade 3-6 and may not be the same for the upper grades for which the test is recommended. The validity of the instrument was assessed through correlations with standardized achievement batteries.

The sample on which the validity was studied was grades 3, 4, and 5, using ITBS and grades 6, 8, 10, and 12, using CATB. The correlations with ITBS subscales were in the .40's and .50's. The correlations with CATB were low and only occasionally related significantly to the IAR scores. Consequently, the test may not be equally valid for all grade levels.

Available From

Dr. Virginia Cromwell
FELS
Research Institute
Yellow Springs, OH 45387

Also available from ETS Test Collection Set A #006098

INTEREST ASSESSMENT SCALES
Grades 10 - 16 and adult
Form 3

Test Purpose

The test was designed for guidance and counseling purposes to help an individual get more insight into his/her interest patterns.

What the Test Measures

This interest assessment device consists of eight subtests: Adventure, Order, Influencing others, Nurturance, Concrete means, Written expression, Abstract ideas, and Aesthetics.

Test Description

The instrument is a self-rating type which uses a five-point Likert-type response format from "like very much" to "dislike very much". Each of the sub-scales is presented to the respondent on a separate sheet. There are approximately 10 items per scale.

Technical Information

The reliability of the instrument was calculated using a sample of West Coast University and Junior College students (N = 887). The median item reliability was .64. Test coefficients ranged from .77 to .88. Validity information on the instrument is unavailable.

Available From

Dr. Lawrence H. Stewart
Department of Education
Division of Counseling
University of California
Berkeley, CA 94720

Royce R. Ronning
Department of Psychology
University of Nebraska
Lincoln, NE 68508

Also available from ETS Test Collection Set B #006423

INTERPERSONAL ORIENTATION SCALE
Adult

Test Purpose

The instrument assesses an individual's general orientation to interpersonal relationships. The test was designed to measure the extent to which a person is manipulative and the person's preference for forms of manipulation.

What the Test Measures

Two types of scores are produced by the instrument. One score locates the individual on the manipulative-altruistic axis. A second set of scores indicates preferences for each of four manipulative techniques: coercion, masking, coaxing, and postponing.

Test Description

The instrument is appropriate for group administration. Booklets are reusable, because the answers are placed on machine scorable sheets. The scale consists of 116 items. Fifty of the items are in a multiple-choice response format. Sixty-six of the items use a Likert-type response format.

Technical Information

No reliability or validity information is available for the instrument.

Available From

Dr. John D. Alcorn
Department of Guidance
University of Southern Mississippi
Hattiesburg, MS 39401

Also available from ETS Test Collection Set B #006422

INVENTORY OF AFFECTIVE ASPECTS OF SCHOOLING
Grades 4 - 9
2 Levels (4-6 and 7-9)

Test Purpose

The instrument collects information from students in a self-report format on a wide range of variables; demographics about attitudes toward school.

What the Test Measures

Four types of scales are presented on the instrument and have various subscales. Scores produced on the instrument are: I. Role of Parents: 1. parent involvement, 2. parental concern about school work, 3. parental perceptions of the importance of school work; II. Attitude Toward School: 1. attitude toward English, 2. attitude toward mathematics, 3. attitude toward social studies, 4. attitude toward science; III. Measures of Learning Environments: 1. satisfaction, 2. friction, 3. difficulty, 4. cohesiveness, 5. competition; IV. Student Characteristics: 1. self-assurance of ability, 2. teacher quality, 3. enjoyment of classmates, 4. lack of motivation, 5. teacher enthusiasm for subject, 6. teacher admiration and respect.

Test Description

The instrument is designed to be given in a group setting under untimed conditions. The authors approximate time at 40 minutes. However, the instrument is eight pages long and it is unlikely that lower grades will finish in that short a time.

There are 156 items in total on the instrument. Six items are demographics. Fifteen items concern learning materials available in the home, and parental involvement. (For these first two sections of the instrument, the children read both stem and alternatives). Section three contains sets of three faces--(smiling, neutral, and frowning) which the children use to respond to questions read by the examiner. All of the following sections have item stems read by the examinee. Section four is called My Class and contains 35 items relating to the learning environment. Section five measures attitude toward school in one subject matter and the teacher's behavior in that subject matter.

Technical Information

Reliability coefficients are presented for each of the many subscales this instrument yields. The range of coefficients is from .21 to .96 with most of the coefficients in the .5 range.

In an effort to validate the instrument, a factor analysis was performed. However, the procedures used to collect the data are so vague it is difficult to judge the validity of the analysis. Given the length of the instrument and all of the scores for all of the subject matters, the use of the instrument is probably restricted to descriptions of groups and cannot be used as a measure of an individual child's attitudes.

Available From

Tom Haladyna
Teaching Research Division
Oregon State System of Higher Education
Monmouth, OR 97361

IOWA TESTS OF BASIC SKILLS
Gr. 3 - 9 through Levels 9 - 14
Forms 7 and 8

Test Purpose

The battery measures a wide range of ocntent areas at each grade level.

What the Test Measures

The complete battery provides scores in each of the following areas:

- VOCABULARY -- knowledge of nouns, verbs, modifiers, and connectives
- READING -- retention of facts, making inferences, and making generalizations
- LANGUAGE ARTS
  - SPELLING -- knowledge of consonant and vowel spelling
  - CAPITALIZATION -- knowledge of names, dates, places, organizations capitalization rules
  - PUNCTUATION -- terminal punctuation, use of commas and other punctuation marks
  - USAGE -- usage of verbs, pronouns, and modifiers
  - LANGUAGE ARTS TOTAL -- a composite of all language arts subscores
- WORK-STUDY
  - VISUAL -- ability to read maps, graphs, and tables
  - REFERENCE MATERIAL -- alphabetizing, use of index, dictionary, encyclopedia, guide words, and key words
  - TOTAL -- a composite of all work study subscores
- MATHEMATICS
  - MATH CONCEPTS -- knowledge of numeration and sets, equations and inequalities, whole numbers, fractions, decimals, geometry and measurement.
  - MATH PROBLEM SOLVING -- ability to solve single-step and multiple-step problems involving the four operations
  - MATH COMPUTATION -- use of whole numbers, fractions, and decimals
  - MATH TOTAL -- composite of all math subscores
- COMPOSITE -- battery score

Test Description

Hand scorable and machine scorable answer sheets are available in addition to a scoring service. Time of testing depends upon the items selected from the battery. The Basic battery (Vocabulary, Reading, Spelling, and the three math sub-sections) takes approximately two hours and 20 minutes. The complete battery takes a little over four hours.

The number of items in each of the sections of the tests increases from level 9 to level 14. The Vocabulary test ranges from 30 to 44 items; reading, from 44 to 58 items; Language arts, from 113 to 139 items (with about equal emphasis in each of the four parts); Work-Study, from 73 to 102 items (with about equal emphasis in each of the two parts); and Mathematics, from 96 to 121 items (with about twice as many items in Concepts and Computation as Problem Solving).

Empirically determined fall and spring norms are provided at all levels. Various scale scores are available--percentile ranks, stanines, grade equivalents, age equivalents, normal curve equivalents and standard scores. Special norms are available in addition to national norms -- regional, big city, catholic/private school, and high and low socioeconomic status schools. If the scoring service is purchased, a great many alternatives are available (see the publisher's catalog).

Technical Information

The norm group is a group proportionate in terms of district size, geographic regions of the country, and socioeconomic status of the school district. The norms are based upon approximately 20,000 pupils at each grade level.

Reliability and validity information is presented for subtest scores, not for scores within test. Consequently, no information is available on the relative stability of Math computation and concepts. Information is presented for math, work-study, vocabulary, reading, language and composite. Split-half coefficients in these six areas are given by grade. All of the coefficients are in the .80's and .90's. A test-retest study is presented with intervals of one, two and three years. The coefficients are in the .70's to .90's (with intervals of one and two years) and the .6 to .9 range with a three year interval.

The question of content validity must be answered by the user of the instrument. Reviewing the items for congruence with the objectives of instruction is essential. The test developers point out that they have written items based on reviews of curriculum guides, textbooks and the latest professional journals, but the user is the ultimate judge of content appropriateness. The items on this instrument were checked for content representativenss of cultural groups and both sexes. A validity issue is the extent to which the subtests correlate with each other. READING and LANGUAGE range from .59 to .74 across the grades. READING and MATH range from .63 to .73 across the grades.

As a measure of concurrent validity, the test was correlated with the Cognitive Abilities Test. The range of correlations is from .53 to .79 in grade 4 and from .55 and .80 in grade 7 (with the lower correlation occurring with the nonverbal subscore of the CAT). However, it should be noted that the intercorrelations in the CAT are at .6 or .7.

Available From

Houghton Mifflin Company
Wayside Road
Burlington, MA 01803

JUNIOR INDEX OF MOTIVATION (JIM SCALE)
Grades 7 - 12

Test Purpose

The scale provides a measure of the student's motivation toward school.

What the Test Measures

Six clusters of items were considered to be most important in the measure of motivation toward school in the development of the instrument. They were: 1) attitude toward school; 2) value for education; 3) feelings for other people; 4) concern for material things; 5) sense of personal determination; and 6) attitude toward self. The total score of motivation on the instrument is reflective of these six components.

Test Description

The instrument is a rating type instrument which is expected to take about 30 minutes to administer. Special answer sheets are necessary, even for hand scoring the instrument. The students are asked to respond on a Likert-type scale from "plus two" to "minus two" (five points on the scale from strong support for the statement to strong opposition).

Technical Information

Norms are available for a sample of over 3,000, but no description of the sample is available.

Both test-retest and internal consistency reliability estimates are provided for the instrument. With a ten month time interval, the retest coefficient was .72 for boys and .63 for girls. The internal consistency estimates were in the .80's.

Validation of the instrument has been attempted but lack of a proper criterion has hampered the attempt. In a factor analysis the author claims the six clusters of the instrument plan were represented. Correlations between this instrument and teachers estimates of motivation range from .21 to .65. Correlations between this instrument and the Kuhlmann/Anderson IQ instrument were .26.

Available From

Dr. Jack Frymier
School of Education
The Ohio State University
Columbus, OH 43210

Also available from ETS Test Collection Set A #004021

KENNEDY INSTITUTE PHONICS TEST
Ages 5 and above
Four Equivalent Forms

Test Purpose

This criterion-referenced test assesses the subskills involved in single word reading. Two judgments are required by potential users: an assessment of the extent to which the material on the test matches objectives of instruction, and the extent to which the mastery level on the test matches the user's mastery level.

What the Test Measures

The test consists of ten subtests which measure: 1. Whole word production--special rules, 2. Nonsense word production--vowels are varied in the presentation, 3. Long vowel word production, 4. Short vowel word production, 5. Consonant-vowel production, 6. Letter sound production, 7. Letter naming, 8. Nonsense word recognition--examiner pronounces word and child selects word, 9. Consonant vowel recognition, and 10. Initial letter sound recognition.

Test Description

Subtest one through seven must be administered individually, eight through ten may be administered in small groups. The battery is untimed but sections one through seven each take 15 to 30 minutes and eight through ten each take 10 to 15 minutes depending on the age and ability of the examinee. Each of the subtests contains 20 items except subtest one which ocntains 30 items.

Each subtest is accompanied by a script for the teacher with directions to be read aloud to the examinees. Examiner does the scoring as he/she goes along. The examiner selects a response from the child that is either correct or near correct. Because of the amount of judgment required to score the instrument, practice with the test is essential.

Scoring is done with percentage correct and graphed to form a profile.

Technical Information

The authors of the instrument stress the experimental nature of the battery and point out that it is extremely expensive to use. The reliabilities of most of the subtests are in the range from .81 to .95. However, two of the subscores have coefficients of .20 and .22.

Validity was studied by correlating the test with the Gates-MacGintie Vocabulary Test. Appropriate subscores from each of the measures were correlated with each other. The correlations ranged from .83 to .37.

Available From

Dr. John T. Guthrie
John F. Kennedy Institute
Baltimore, MD

Also available from ETS Test Collection Set A #007348

KINDERGARTEN LANGUAGE SCREENING TEST
Kindergarten

Test Purpose

The test compares the level of kindergarten children's current language abilities with a level judged to be appropriate for their age and grade. It is not intended to diagnose the exact nature of a language problem, but rather to indicate the existence of a language deficit.

What the Test Measures

The instrument gives a single score which represents language ability in a broad definition. Language ability was defined by a review of the literature and includes general cognitive abilities such as identifying body parts.

Test Description

The instrument is individually administered to children in approximately five minutes. The test consists of eight item areas which include giving first and last name, counting and pointing, identifying body parts, following a three part sequential command, and repeating sentences.

Technical Information

Reliability of the test was accessed with both test-retest methodology and internal consistency. The test-retest coefficient was .87 and the Kuder-Richardson 20 coefficient was .86.

The validity of the test was investigated by correlating the score with three subscales of ITPA--auditory reception, verbal expression, and grammatical closure. The correlation coefficients were .37, .36, and .40 respectively.

The test was constructed with an item selection decision rule which demanded high discrimination indices, since the test was to be used for screening. Follow-up of the first use made of the instrument indicated that of the 29 students who fell below the tenth percentile on this device, 26 were shown to be language delayed from one to three years as measured with another instrument.

Available From

Charles L. Madison
Department of Speech
Washington State University
Pullman, WA 99163

Also available from ETS Test Collection Set D #008421

KNOWLEDGE OF ENERGY
3 levels (K-1, 2-3, 4-6)

Test Purpose

The tests measure knowledge of energy and energy conservation

What the Tests Measure

The tests cover the skills and knowledge objectives in the instructional program for which they were designed. Like any other achievement test, the judgment of congruence with instructional objectives must be made by the potential user of the instruments.

Test Description

The length and complexity of the test is increased as the grade level increases. The K-1 test is 10 items long and is answered yes or no by the student. Sample items are "I am an energy user" and "I use human energy when I play". At the 2-3 level the test is 15 items long with a multiple choice format with three alternatives. Sample stems are -- "Which of these is often recycled?" and "After one bite, Tom decided not to eat his oatmeal because he did not like it. This is an example of ..." At the 4-6 level the test is 20 items long with a multiple choice format with four alternatives. Sample stems are -- "The main source of human energy is..." and "Which of the following is not true when talking about fossil fuels?"

Technical Information

The reliability of the instruments was assessed by using the alpha coefficient. Coefficients at the three levels were .31, .60 and .77 respectively.

The instruments were reviewed for content validity by a panel of consultants from the division of curriculum in the state department. Content validity of the instrument in subsequent uses should be determined by potential users. Additionally, the forms were tested with both children and adults to investigate the adequacy of the directions.

Available From

Dr. Victor A. Smith
Coordinator of Curriculum Research and Evaluation
Division of Curriculum
Indiana Department of Public Instruction
229 State House
Indianapolis, IN 46204

THE KNOWLEDGE ABOUT PSYCHOLOGY TEST
Grades 7 - 8

Test Purpose

The test measures knowledge about psychology for research purposes. It is not related to the typical objectives of instruction in the 7th or 8th grades.

What the Test Measures

The test produces a single score which reflects knowledge about psychology and psychologists.

Test Description

The test is based on the Facts About Science Test. It is a sixty item multiple-choice test which may be hand or machine scored.

Technical Information

While the test was orginally designed for research purposes, if the items matched the objectives of instruction, a teacher could use the test as an achievement measure.

No reliability or validity information is presented for the measure.

Available From

Dr. Frank Costin
731 Psychology Building
University of Illinois
Champaign, IL

Also available from ETS Test Collection Set A #007281

LANGUAGE DEVELOPMENT INVENTORY FOR KINDERGARTEN OR PRESCHOOL

Test Purpose

The test was designed to determine a pupil's ineligibility for kindergarten or preschool due to inability to use and understand the common English language words that are necessary for normal progress in the first grade.

What the Test Measures

The inventory consists of five areas: object recognition, oral comprehension, form discrimination and categorizing, picture interpretation, and following simple instructions.

Test Description

The answer sheet used by the tester is available through the ETS collection. Users of the sheet would have to provide apple, pencil, ball, telephone, tables, eggs, corn, jello and other things which are mentioned in the test items. The test is designed to be administered individually. Administrators of the test score the sections as they are given.

Technical Information

No reliability or validity information is provided. Nor are norm tables provided to indicate how low or high a score should be before a student is admitted to the first grade. Local norms would have to be developed.

Available From

Lyda K. Boucher, Pat Hall, and Glenn L. Morris
Lamar Consolidated Independent School District
Rosenberg, Texas

Also available from ETS Test Collection Set E #006355

LEARNER SELF-CONCEPT TEST

Ages 3½ - 4½

Test Purpose

The test was designed to measure self-concept in kindergarten disadvantaged children.

What the Test Measures

A single self-concept score is calculated for the child's responses to situations in which the teacher is involved, peers are involved and classroom materials are used.

Test Description

The test contains 12 item plates each of which have in the picture a white boy and girl and a non-white boy and girl. Each of the plates shows a situation in which one character is positive and the other is negative (positive is doing good, being attentive; and negative is being unattentive, alienating self from group). The teacher reads a statement about each plate and the student selects the character which matches the statement. Score is the number of positive selections minus the number of negative selections.

Technical Information

No reliability or validity information is available for the instrument.

Available From

Dr. Louis T. Dilorenzo
Department of Educational Research
SUNY-Brockport
Brockport, NY

Also available from ETS Test Collection Set A #005950

LEE-CLARK READING READINESS TEST
Grades K - 1

Test Purpose

The test provides the teacher with an objective basis for identifying children who are ready for reading instruction.

What the Test Measures

Three subscores and one total score are produced by the instrument. The three part scores represent: visual letter discrimination, auditory discrimination, and visual word discrimination. The total score together with the part scores represent sensory-motor ability required in drawing lines to match letters, the ability to sit quietly and listen, and the ability to follow directions.

Test Description

The test is group administered. Total testing time is approximately 30 minutes, not all sections of the instrument are timed. The test consists of four sections: letter matching, letter differences, picture differences and word matching. All items are forced choice. If the group of examinees is over 15, it is advised that the administrator have some assistance.

Technical Information

Validity information has been gathered in the form of correlations with reading tests, intelligence tests, and teacher ratings. The coefficients range from .25 to .74. (See Buros 7 for a listing of studies and a review). Correlations among the subscale indicate considerable overlap in the ability measured by the three scales.

Reliability of the subscores has been assessed using the Kuder-Richardson formula 20 and the split-half method. When the split-half estimate method was used the coefficient was .87 and .96, for the total. When the Kuder-Richardson formula was used, the range of coefficients was .24 to .42 in one study, and .34 to .57 in another.

No new normative data has been gathered with the 1962 edition. However, the instrument has received favorable reviews.

Available From

CTB/McGraw-Hill
Regional Office
Manchester Road
Manchester, MO 63011

LESTER POINT-SCORE METHOD FOR THE SHAW BLOCKS TEST
Ages 8 and Older

Test Purpose

This method of scoring the Shaw Blocks was designed as a non-verbal measure of intelligence.

What the Test Measures

The scores produced with this scoring system correlate moderately with traditional verbal measures of intelligence in adults. Since uniqueness places a key role in the scoring system the total score may represent a composite of originality and traditional intelligence.

Test Description

The test is administered individually and timed at 12 minutes. The examinee is presented with the four Shaw Blocks and told to arrange the blocks and to give a reason for placing them in that order. The responses are sorted into five classes: A) unique and objective, based on observation; B) unique and objective, based on guesswork; C) subjective series; D) groupings, nonsense sequences and analogies; and E) incoherent groupings. The more sequences which the examinee produces the higher the possible score. Scoring also takes into consideration the order of the given sequences. Training and practice with the scoring system is required.

Technical Information

Teliability was assessed using the Kuder-Richardson internal consistency formula. The coefficient obtained was .87.

In a sample of graduate students, the instrument was correlated with the Miller Analogies Test (A measure of adult intelligence or academic promise) and both the verbal and the quantitative scores of the Graduate Record Examination. The coefficients were .82, .49, and .43 respectively.

Norms are available on a very samll sample of 8 to 14 year olds.

Available From

David Lester
Department of Psychology
Stockton State College
Pomona, NJ 08240

Also available from ETS Test Collection Set D #001722

LORGE-THORNDIKE INTELLIGENCE TESTS, MULTI-LEVEL EDITION (L-T)

Grades 3 - 13
Overlapping levels A through H
Form 1 & 2

Test Purpose

The test is a group administered measure of intelligence.

What the Test Measures

The test produces two scores: Verbal, Nonverbal, and Composite.

Test Description

All levels of the test are in a single booklet. Answer sheets are purchased separately for each level of the test. The sheets may be hand scored, or the user may purchase a scoring service. The scores available are age equivalents, grade equivalents with national percentile ranks for verbal and nonverbal, IQs for each child, and the composite.

Technical Information

See Buros 7 for a list of 111 references for the test and a complete review.

The standardization sample for the L-T was carried out in common with the Iowa Tests of Basic Skills and the Tests of Academic Progress. This helps with the interpretation of the scores. The L-T levels were administered in a grade lower than intended. Tables of norms are presented.

The alternate forms reliability coefficients for the verbal test range from .83 to .91, the alternate forms reliability coefficients for the nonverbal test range from .80 to .88. The standard error of measurement is based upon the internal consistency reliability coefficients, and thus may be an underestimate.

Content, predictive, and construct validities of the test are extensively discussed in the manual. The Lorge-Thorndike IQs correlate moderately to fairly highly with school achievement and with other IQs derived from intelligence.

Available From

Houghton Mifflin Company
Wayside Road
Burlington, MA 01803

LOUISVILLE BEHAVIOR CHECKLIST
Ages 6 - 12
Form D

Test Purpose

The instrument measures deviant behavior in children.

What the Test Measures

Scores are provided in the areas of infantile aggression, hyperactivity, anti-social, social withdrawal, anxiety, sleep disturbance, academic disability, and immaturity.

Test Description

Parent completes the rating form which contains 163 items. Separate answer keys are provided for boys and girls. Results of the instrument are displayed on a profile.

Technical Information

The instrument has been primarily used by the author in research. Reports on the use of the instrument appear in *Psychology Reports* and the *Journal of Consulting and Clinical Psychology*.

Available From

Lovick C. Miller
Child Psychiatry Research Center
University of Louisville
608 South Jackson Street
Louisville, KY 40208

Also available from ETS Test Collection Set B #007453

THE MacB PERSONAL COMPETENCE INVENTORY
Grades 3 - 7

Test Purpose

The instrument measures a child's degree of self perception and acceptance of others.

What the Test Measures

This inventory consists of two indices of affective behavior: Self Perceptions Index and Peer Acceptance Index. The first is a measure of student's perceptions yielding subscores for Self to Others, Self to Culture, and Self to Self. The second is a measure of degree of acceptance or rejection of a pupil by his classmates.

Test Description

The test is administered in an untimed situation to a group of children. The Self Perception Index is a Likert type rating scale. The child responds on a five point scale ("always" to "never") to 33 statements. The Peer Acceptance Index is a sociometric type of device. Each child rates every other child in the class on a five type scale from "Best Friend" to "Never a Friend".

Scoring for the Self Perceptions subscales is a straight forward total of the appropriate items. Scoring for the Peer Acceptance Index involves simply adding the ratings of all classmates.

Technical Information

Since the number of classmates would change from class to class, the peer acceptance index has no common anchor and cannot be compared for children in different classrooms. The number of items on that scale changes from classroom to classroom.

Test-retest reliabilities for the instrument in several studies range from .60 to .84. Validity evidence was gathered using a correlational design. The device correlated with teacher perception .38 and showed no appreciable relationship to either sex or race.

Available From

Jeanette A. Brown
Department of Education
University of Virginia
Charlottesville, VA 22903

Also available from ETS Test Collection Set A #007316

MANUAL FOR ASSESSING MINOR PHYSICAL ANOMALIES
Ages 2 - 12

Test Purpose

The checklist was designed to measure the presence or absence of certain physical anomalies which are associated with problem behavior in children.

What the Test Measures

The checklist measures the presence or absence, and to some extent, the intensity of certain physical anomalies which are associated with genetic or congenital contributors to aspects of a child's behavior.

Test Description

The checklist consists of a group of 18 minor physical anomalies. While some of the anomalies are associated with conditions such as Down's Syndrome, they do exist in the general population as well. Assessment is done individually for each child and takes about ten minutes.

Technical Information

There is no validity or normative information on this instrument. However, two sorts of reliability information are presented. Test-retest reliability studies produced coefficients from .66 to .86. Interobserver reliabilities range from .70 to .91, which implies that training with the instrument is necessary not only for interpretation of the scores but also for accurate measurement of the child.

Available From

Mary F. Waldrop
Laboratory of Developmental Psychology
National Institute of Mental Health
9000 Rockville Pike
Bethesda, MD 20014

Also available from ETS Test Collection Set D #006559

MANUAL FOR SCORING THE WRITING SAMPLE
Grades 9 - 12

Test Purpose

This manual aids in the management of a large scale assessment which uses student writing samples as an index of writing ability.

What the Test Measures

The manual can be used to assess different forms of writing ranging from completing a form to creative writing.

Test Completion

The manual presents two sorts of scoring systems for evaluating student writing samples--analytical scoring and wholistic scoring. In addition it covers procedural considerations when large scale assessments are performed. These include making room arrangements, duplicating materials, and arranging for aides and scorers.

Technical Information

The manual doesn't contain information on reliability and validity in the traditional sense. However, it does contain a rationale for assessing writing through samples of student work, which may be considered validity information. Additionally, it contains instructions for the training of scorers which would insure reliability if the systems were employed.

Available From

Basic Skills Assessment Program
Educational Testing Service
Princeton, NJ 08541

At no cost ask for Fowles, M. E., Manual for scoring the writing sample. Analytical scoring, holistic scoring. Princeton, NJ: Educational Testing Service, 1978.

MATHEMATICAL PROBLEM-SOLVING

Grade 4

Test Purpose

The test is a criterion-referenced measure designed to assess mathematics mastery at the fourth grade.

What the Test Measures

In addition to a problem-solving score, the test yields scores on comprehension and application.

Test Description

The test is administered in a group setting under untimed conditions. Each problem-solving question is preceded by two questions which assess the child's understanding of the information contained in the problem-solving question.

Technical Information

The test was administered to 600 fourth grade students in Wisconsin, and the resulting data are presented in a document available through the ERIC Document Reproduction Service (ED 144 958). Various types of item analyses are described. Reliability of the test is reported. Content validity for its use in Wisconsin is reported. However, potential users of the instrument will have to make a judgment of content validity for their situation.

Available From

D. C. Wearne
Research and Development Center
 for Cognitive Learning
University of Wisconsin
Madison, WI

Also appended to the report in the ERIC System Document #ED 144 958

MATRIX TEST OF REFERENTIAL COMMUNICATION
Grades 1-6

Test Purpose

Based upon the constructs of Piaget's Theory, the test is designed to provide a measure of the child's cognitive-developmental level in an area of communication.

What the Test Measures

The device assesses communicative egocentrism. Piaget showed that young children are egocentric in referential communication which is the process of verbal interaction to impart information to another to carry out a task.

Test Description

The test is individually administered in an untimed setting. The test consists of a board which is divided into a 3 x 3 matrix. The examinee is given 16 forms in three geometric shapes, three colors and two sizes of which he/she puts nine on the board. The subject is then asked to help another child to replicate the design on his/her board. There are five necessary bits of information (size, shape, color, column, row). Therefore, the scores range from zero errors to 45 errors. The more errors the more egocentric. The examiner scores the directions given by the child.

Technical Information

The device was used with a sample of children from grade one through grade six. A strong mean difference effect was shown in terms of the number of errors made. The most striking jumps were between grade one and two and grade five and six.

The test-retest reliability of the device is .86 with a three week interval. The interrater reliability coefficient was .98.

The validity of the test has been investigated by correlating it with a measure of socioemotional competence, which was found to be significant. Additionally, the measure was used as a dependent variable to test the difference between normal children and emotionally disturbed children. The results of the test showed that this device was able to show a mean difference.

Available From

Stephen Greenspan
Neuropsychiatric Institute 58-258
University of California
760 Westwood Plaza
Los Angeles, CA 90024

Also available from ETS Test Collection Set D #008373

METALS, COOPERATIVE INDUSTRIAL ARTS TESTS
Grades 7 - 9

Test Purpose

The test is designed as an achievement test to measure the knowledge gained from one semester of instruction in metals.

What the Test Measures

Items on the instrument measure properties of metals, tools and operations, and safety.

Test Description

The instrument is timed at 35 minutes. It contains 50 multiple-choice items. A separate answer sheet is used which may be machine or hand scored. Because of the length of the test and the time allowed, slow readers may not complete the instrument. Care should be taken in selecting this test.

Technical Information

The user of this device must decide the extent to which the items on the instrument match the objectives of instruction. Reliability of the instrument was assessed using the Kuder-Richardson Formula 20, yielding a coefficient of .78. Percentile norms calculated for groups of slow readers are also available for the instrument. Before using the norms, be sure to match the characteristics of your class with the norm group.

Available From

Educational Testing Service
Princeton, NJ 08540

METROPOLITAN ACHIEVEMENT TESTS (1978 Ed.)
Preprimer (Grade K.0-K.5) to Advanced 2 (Grades 10.0-12.9)

Test Purpose

This battery is designed to survey student achievement in a wide variety of school subject matter areas. Care should be taken not to over-emphasize the results for diagnostic purposes.

What the Test Measures

This battery consists of eight levels which all contain separate tests of Reading Comprehension, Mathematics and Language. At levels Primary 1 (Grade 1.5-2 2.4) through Advanced 1 (Grades 7.0-9.9) additional components may be added to the battery which are Social Studies and Science. Components of the individual tests are characterized by the publisher as:

READING COMPREHENSION: Graded Reading Passages with Items Measuring Literal, Inferential and Evaluative Comprehension, as well as, Word Meaning in Context.
MATHEMATICS: Numeration, Geometry and Measurement, Problem Solving, Operations, Graphs and Statistics.
LANGUAGE: Listening Comprehension, Grammar and Syntax, Spelling, Study Skills, Punctuation and Captalization and Usage.
SOCIAL STUDIES: Geography (including Map-and Table-Reading Skills), Sociology, Economics, Political Science, History, Anthropology and Psychology.
SCIENCE: Life Science, Physical Science, Earth and Space Science.

Test Description

The battery consists of individual tests in each of the above areas. Several scoring alternatives are available which include hand scoring answer sheets and machine scorable sheets in addition to a scoring service provision. Time for total battery administration ranges from 100 minutes to 190 minutes depending on the grade level. Each subtest takes from 25 to 50 minutes to administer. Consequently, administration time is dependent on the selection of the tests by the user.

A wide variety of reports are available for scores. The individual report includes a stanine profile; score detail which includes raw score, number of items, percentile rank and a choice of grade equivalents, scaled scores, and normal curve equivalents; and Pupil's Instructional Reading Level. Class summary reports may include: a) The number and percent in each broad stanine category; b) Averages of test and total scores; and c) Summaries of students with discrepant achievement scores if the test battery is used in conjunction with the OTIS-LENNON SCHOOL ABILITY TEST. Additionally, the test is interpreted in a criterion-referenced fashion. Consequently, summaries of the number of objectives mastered are also available. Several other presentations of the information is available for further information concerning this battery, consult the publishers catalog and Buros.

Technical Information

The content validity of any instrument is determined by the relevance of that instrument to the instructional objectives of the teacher. Consequently, in an effort to improve the validity of the battery, the objectives of the MAT were reviewed by 100,000 teachers. But prudent review by the potential user is recommended. Empirical norms for both Fall and Spring are available. Over 800,000 pupils were part of the norm group.

Available From

The Psychological Corporation
Regional Office
7555 Caldwell Avenue
Chicago, IL 60648

MINIMAL READING PROFICIENCY
Grade 12

Test Purpose

This criterion-referenced test was designed for the Phoenix Union High School District to establish minimal reading proficiency for graduating seniors.

What the Test Measures

The test is designed to measure eight goal areas in reading: 1. the ability to identify the main idea, 2. the ability to identify supporting details, 3. the ability to identify sequences, 4. the ability to identify interrelationships, 5. the ability to follow written directions, 6. the ability to complete information retrieval tasks, 7. the ability to find information in diagrams and pictures, and 8. the ability to select appropriate meaning for unfamiliar words used in context.

Test Description

The instrument consists of 48 multiple choice items. Goals one through four are measured with items which follow paragraphs. Other items are related to maps, applications and various forms, e.g. the income tax form.

The cut score used in Phoenix was 40 items correct.

Technical Information

No validity evidence with an outside criterion is given and no reliability information is provided.

Two judgments are required by potential users: an assessment of the extent to which the material on the test matches objectives of instruction and the extent to which the mastery level on the test matches the user's mastery level.

Available From

Thomas F. McDonald
Reading Supervisor
Phoenix Union High School
25260 Union Road
Phoenix, AZ

Also available from ETS Test Collection Set A #007664

MORRISON'S PASSIVE AGGRESSION SCALE FOR PUPILS
Grades 5 - 12

Test Purpose

The instrument measures passive rebellion on the part of students.

What the Test Measures

The score represents teacher judgment of the amount of passive aggression on the part of the pupil. Passive aggression is defined as quiet rebellion, negativism, obstinency, and lack of responsibility on the part of students.

Test Description

The test is administered individually under untimed conditions. It contains 15 items which describe student behavior. Each of the items is rated on a four point Likert-type scale. The total score indicates degree of perceived passive aggression.

Technical Information

A sample of rating sheets was used to calculate a split-half reliability estimate on the form. The resulting coefficient was .87.

The items were submitted to two psychologists to critique for content validity. No empirical evidence of validity exists.

Available From

Evelyn Morrison
Special Service Department
Edison Township Public Schools
2825 Woodbridge Avenue
Edison, NJ 08817

Also available from ETS test collection set D #008417

MOTEC TEST
Grades 1 - 7

Test Purpose

A test which measures the following five aspects of morality: resistance to temptation, stage of moral development, feelings subsequent to transgression, confession after transgression, and judgment of severity of punishment.

What the Test Measures

The instrument produces scores in each of the above aspects of morality.

Test Description

The test consists of seven situations which are presented pictorially in an illustrated story format to which the child answers how he/she would behave in the situation. The respondent is asked to select from four possible answers which reflect the state of the child's moral judgment according to Bull's theory of moral development.

Norms on the instrument are based upon an N of 1,000.

Technical Information

Reliability was assessed by both the test-retest method and internal consistency. With a one month interval the test-retest coefficients on the five scales ranged from .52 to .71. The split-half coefficients ranged from .43 to .70.

Validity of the tests was assessed in various ways. A socio-metric test was conducted in classroom to watch children in moral situations. This was correlated with the transgression scale resulting in coefficients of from .18 to .30. The top one fourth and the bottom fourth of the class on the moral sociometry test were compared on the resistance to temptation scale of MOTEC, with all tests showing a significant difference. Other experiments in real cheating situations showed the MOTEC to be a significant predictor of behavior.

Available From

Abner Ziv
Tel Aviv University
Tel Aviv, Israel

Also available from ETS Test Collection Set E #922008

MOTHER GOOSE PROBLEMS TEST
Ages 3 - 6
Forms A & B

Test Purpose

This test is designed to assess the creative thinking ability of young children.

What the Test Measures

Verbal flexibility, fluency, and originality are elicited by asking children to suggest alternative possibilities to various problems posed by four of the Mother Goose rhymes.

Test Description

The instrument must be individually administered. A coloring book with four rhymes and wax crayons are presented to the child. The instrument is untimed, but approximately 25 to 30 minutes are needed for administration.

Scoring instructions are available in the manual. The test materials were developed from data on 215 subjects from Athens and Jonesboro, Georgia and San Jose, California. Children in the norming sample were 3, 4, and 5 years old.

Technical Information

While the instrument has been used in the research of the author, clear reliability and validity information on the instrument is unavailable.

Available From

E. Paul Torrance
Educational Psychology
College of Education
Athens, GA 30601

Also available from ETS Test Collection Set B #005839

MOTOR-ACADEMIC-PERCEPTUAL SKILL DEVELOPMENT CHECKLIST
Ages 2 - 8

Test Purpose

The instrument was designed to provide teachers of the multiply handicapped child with a behavior-oriented evaluation of existing motor, academic and perceptual skills.

What the Test Measures

Scores in the following areas are obtained:

MOTOR SKILLS: gross motor skills, manipulative skills, self-care skills and body awareness
ACADEMIC: general readiness, communication skills and early skill development
PERCEPTUAL: visual discrimination, and non-visual discrimination skills

Test Description

The checklist is filled out by the taecher. A rating on an individual child is estimated to require 30 minutes. Each of the items on the 24 page instrument has a five-point rating scale that is anchored in the content of the item. For example, Handling Books -- 1, destroys books; 2, does not destroy books; 3, explores books; 4, shows interest in pictures; and 5, turns pages in anticipation.

Technical Information

No reliability or validity information is presented with the instrument. The instrument appears to be linked to a specific training program, so the content validity of the instrument should be approached as though the test were an achievement test. Note also that in the example items given above, the five-points of the scale do not equally represent negative and positive behaviors. This is typical of the items on the instrument.

Available From

Donna K. Smith
ARIN Intermediate Unit
Route 422, Box 175
Shelata, PA 15774

Also available from ETS Test Collection Set D #008297

MULTI-DIMENSIONAL MOTIVATION INSTRUMENT
Grades 3 - 8

Test Purpose

The test measures multiple aspects of self-concept which are related to achievement and the motivation to achieve. The instrument was designed primarily for research purposes.

What the Test Measures

The test provides six different subscores which represent aspects of motivation and a total motivation score. The subscores on the instrument are: 1) achievement motivation, 2) physical self-concept, 3) academic self-concept, 4) social self-concept, 5) emotional self-concept, and 6) locus of control.

Test Description

The test is group administered. It contains 23 items which are rated by the student on a five-point Likert-type scale. Each of the items containsadjective anchors which are relevant to the sentence fragment which is the stem of the item. For example, "If something goes wrong, I usually" is rated on a scale from "Change" to "Live with it", and "In math, if I tried I would do" is rated on a scale from "well" to "not well".

Technical Information

The premises under which the developers of this instrument are working is that former instruments which measured motivation and/or self-concepts were too narrow in scope and that a broader definition of self-concept was necessary in order to predict achievement. Consequently, the other instruments tend to have high internal consistency reliabilities (because of the narrow or consistent definition of what they are measuring), while this instrument has an alpha coefficient of .65. Test-retest reliability studies with three grade bands (3-8, 3-5, and 6-8) yielded coefficients for the total which averaged .55 and a range of coefficients for the subscores from .16 to .56 with the locus of control subscore accounting for most of the very low correlations.

Validity information is presented by means of two sorts of correlations. The first tries to show that the items correlate more with their subscore than they do with other subscores. The table of correlations does not substantiate the premise. The second tries to show differential correlations between the subscales, the total score and grade equivalent scores. This proposition is supported by the data. Academic self-concept score is more highly correlated with achievement than is emotional self-concept or physical self-concept.

Available From

Margaret E. Ugurogulu
Center for Educational Development
University of Illinois at the Medical Center
835 South Wolcott Avenue
Chicago, IL 60612

MUSICAL APTITUDE PROFILE
Grades 4 - 12

Test Purpose

The test can be used for a number of purposes: to encourage musically talented students; to help students make plans for music education; to measure musical aptitude of groups of students; or to provide parents with information about a child's musical aptitude.

What the Test Measures

The test provides scores in the following categories: TONAL IMAGERY (melody, harmony and total), RHYTHM IMAGERY (tempo, meter and total), and MUSICAL SENSITIVITY (phrasing, balance, style and total), and TOTAL.

Test Description

The complete battery, including practice songs and directions, is recorded on three tapes for playback on an open-reel recorder. Students record their answers on answer sheets that may be scored by hand. A scoring service is available from Houghton Mifflin if desired.

Technical Information

Reliability information is provided by the publisher for the different subtests for different age levels of children. Generally, the coefficients are in the .60's and .80's for the subscores, the .80's and .90's for the division totals, and the .90's for the battery total.

Validity studies for the battery include two types. Correlations with teachers ratings of talent in music produce coefficients in the .60's and .70's. Correlations with independent ratings of taped performances of students run generally lower.

Reviewers in Buros 7 wonder why the instrument is not correlated with other tests of musical ability on the market as a measure of concurrent validity. However, one of the reviewers states that this is the best test on the market.

Available From

Houghton Mifflin Company
Wayside Road
Burlington, Mass. 01803

THE NELSON READING TEST, REVISED EDITION (1962)
Grades 3 through 9
Forms A & B

Test Purpose

The purpose of the test is to provide an overall measure of reading achievement.

What the Test Measures

The test is composed of two subtests: VOCABULARY and COMPREHENSION. It yields two subscores in addition to a TOTAL, which is the simple sum of the two parts. The test does not provide diagnostic information, but in the opinion of reviewers, it is effective as a rough measure of reading achievement.

Test Description

The VOCABULARY subtest is composed of 100 items each of which contains a test word in the stem of multiple-choice question. There are five alternatives with the correct choice being the one which best completes the stem with respect to the test word. The COMPREHENSION subtest is composed of 75 items. Each reading comprehension paragraph is followed by three questions, one pertaining to its general significance, one to knowledge of detailed information contained therein, and one to assess the ability to predict probable outcomes from the situation depicted in the paragraph.

Self-scoring answer sheets are available with this instrument. The scoring service has been discontinued.

Technical Information

Alternate forms reliability for the total score range from .88 to .93. Subtest reliabilities are .84 to .89 for vocabulary and .81 to .88 for comprehension.

Empirical validity is provided by presentation of correlations with three other tests: ITBS (appropriate subtests) .88 with vocabulary and .69 with comprehension, the Nelson-Denny Reading Test (appropriate subtests) .82 on vocabulary, .76 on comprehension, and .84 on total, the Henmon-Nelson Tests of Mental Ability correlations ranged from .66 to .75.

Grade equivalent tables are provided with an upper limit of 10.5. Percentile rank tables are provided for each of the seven grades (3-9) for which the tests were designed.

Available From

Houghton Mifflin Co.
Wayside Road
Burlington, MA 01803

NEURO-DEVELOPMENTAL OBSERVATION
Ages 5 - 8

Test Purpose

An evaluation protocol, the instrument was designed to serve four objectives: provide data concerning the conditions under which the child can be successful; demonstrate these strategies in the presence of the parent or teacher; involve the child in problem-solving and learning to seek help for his environment; and begin a practical, problem-solving, ongoing collaboration between the child development consultant and the people who must carry out any recommendations.

What the Test Measures

The instrument is diagnostic in nature. It includes scores on right-left tasks, influence of auditory, visual and kinesthetic stimuli on motor performance, and influence of distortion on performance.

Test Description

The instrument must be individually administered. Training of the administrators is necessary. The device may also be used as a demonstration of techniques with parents and teachers. However, in this situation, it should not be considered a measuring device. Rather it is a training tool.

Technical Information

No validity information is available for the instrument. Administrator/observer reliability has been reported at .80. The authors believe that .9 reliability can be achieved with additional training of the observers.

Available From

Mark N. Ozer, Director
Program for Learning Studies
Children's Hospital National Medical Center
Washington, DC 20009

Also available from ETS Test Collection Set B #005123

OCCUPATIONAL INTEREST INVENTORY
Grade 9 to Adult

Test Purpose

The test is designed to elicit responses from individuals concerning their preference for activities which the authors contend are representative of real world work activities.

What the Test Measures

The test reports scores associated with interest in six major fields: 1) Personal-social, 2) Natural, 3) Mechanical, 4) Business, 5) The Arts, and 6) The Sciences. Additionally, three scores are reported for type of interest: 1) Verbal, 2) Manipulative, and 3) Computational. The final score is called "level of interest" which is described as ranging from low or routine tasks to high tasks which require expert judgment.

Test Description

There are two parts to the test. Part I consists of 120 items. Each item consists of a pair of descriptions of work activities. The respondent selects one as preferred. The second part of the test consists of 30 triads. Each triad is concerned with one occupational field, but at different levels. The respondent selects one which is of most interest to him/her.

The test must be locally scored, either by hand or machine. There is a provision for self scoring by examinees.

Technical Information

Test-retest reliability was established by administering the test to 177 twelfth grade students with an interval of one week. The range of coefficients for the ten scales was from .77 to .94. The authors of the inventory put major emphasis on item selection for validity. They used careful procedures in the development of the instrument. The instrument has been factor analyzed and shown to have six meaningful factors. Low moderate correlations were found between this instrument and the Strong and Kuder scales.

The norm group used for the instrument is not well described. Reviewers of the instrument have pointed out the lack of data on occupational groups, the lack of predictive studies, and the lack of a precise definition of the normative population. Taken together these weaknesses lead the reviewers to counsel against using this instrument for individual counseling.

Available From

CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

OHIO VOCATIONAL INTEREST SURVEY
Grades 8 - 12

Test Purpose

The authors claim that the test is designed to help students understand their interests and to relate them to the world of work. The world of work is defined in the Dictionary of Occupational Titles (DOT).

The test intends to assist an individual seeking information about jobs to effectively use the classification system in the DOT.

What the Test Measures

The test has been developed with a three dimensional theory of work which includes data, people and things. Interest scores on the following 24 scales which represent 114 worker-trait groups: 1) Manual work, 2) Machine work, 3) Personal services, 4) Caring for people or animals, 5) Clerical work, 6) Inspecting and testing, 7) Crafts and precise opertions, 8) Customer services, 9) Nursing and related technical services, 10) Skilled personal services, 11) Training, 12) Literary, 13) Numerical, 14) Appraisal, 15) Agriculture, 16) Applied technology, 17) Promotions and communication, 18) Management and supervision, 19) Artistic, 20) Sales representative, 21) Music, 22) Entertainment and performing arts, 23) Teaching, counseling and social work, 24) Medical.

Test Description

The test consists of two major parts. Part I is a student information questionnaire which is used to gather demographic information concerning the student. There is an option of including local questions (up to 8) on this segment of the form. Part II is the interest inventory itself. The inventory contains 280 items to which the student is to respond on a 5 point Likert-type scale which ranges from "like very much" to "dislike very much".

The raw score for each scale is calculated by adding the numerical values assigned to the student's responses to the eleven items that make up the scale. These scores are reported in raw score, percentiles and stanines. A "scale clarity index" score of H, F, or I (indicating highly consistent, fairly consistent or inconsistent on the 11 items of a scale), is also reported.

Technical Information

Test-retest reliability was calculated with a two-week interval, the range of coefficients for the 24 scales was from .73 to .90. Content validity of the instrument judgments by reviewers are both positive or negative depending on the extent to which they believe in the cube which was the basis of development. There is a fair amount of intercorrelation among the sub-scales in the norming sample, from which we may conclude that the scores are not independent of each other. The norming sample was very large (46,000 students in 44 school districts) and described very well in the manual. There is no predictive validity on the instrument.

Available From

The Psychological Corporation
Regional Office
7555 Caldwell Avenue
Chicago, IL 60648

OPINIONNAIRE ON POLITICAL INSTITUTIONS AND PARTICIPATION (OPIP)
Grades 3 - 12
Two Forms (Elementary and Secondary)

Test Purpose

The OPIP measures knowledge of and particpation in political institutions.

What the Test Measures

In addition to a total test score, the instrument produces scores in six subareas: 1. Other and Political Institutions, 2. Self and Political Institutions, 3. Others Participation in Political Process, 4. Self Participation in Political Process, 5. Others Participation in School Political Process and, 6. Self Participation in School Political Process.

Test Description

The instrument is designed to be given in a group setting under untimed conditions. The instrument contains 48 items, eight in each of the subtest areas. Items are rated by the respondents on a five-point Likert-type scale from "Strongly agree" to "strongly disagree" on the secondary form, and a three-point Likert-type scale -- "agree", "undecided", "disagree" -- on the elementary form.

Technical Information

The reliability of the instrument was investigated by both internal consistency and test-retest method. Because the studies involved both elementary and secondary students, all of the scoring was done with the three point scale. Consequently, the reliabilities in the secondary forms may not be accurate estimates. The test-retest coefficients for the total score ranged from .73 to .83. The subscore coefficients were in the .40's to .60's. The internal consistency coefficients for the total score ranged from .67 to .81. The subscore coefficients ranged from .15 to .53.

Two validity studies were performed; the first to investigate if the test could differentiate between grades, and the second to factor analyze the instrument. The factor analysis did not substantiate the existance of six distinct subscores. Grade differences were demonstrated for some of the subscores.

It should be noted that the basis for many of the items was the set of objectives defined by the National Assessment of Educational Progress. Consequently, one may view these items as measuring objectives of instruction. A judgment of content validity of the instrument must be made by the potential user.

Available From

Mary A. Hepburn
University of Georgia
Athens, Georgia

ORAL LANGUAGE PROFICIENCY SCALE

Test Purpose

This scale is used in an oral interview for student placement in a program of English for speakers of other languages. Placement is based on proficiency in four areas: understanding of spoken language, using grammatical structure, pronunciation and vocabulary.

What the Test Measures

Scores in each of the four areas are found by ratings of English which is exhibited in a controlled conversation with the student.

Test Description

The test is individually administered with the student. The test consists of a controlled conversation in English which includes oral cues and text picture cues, if appropriate to age and interest level of students. The rating form used by the examiner has 20 items on it. Level of proficiency is determined by overall percent correct. The developer of the instrument uses five categories of proficiency from "non-independent" to "independent."

Technical Information

No reliability or validity information is available for the instrument.

Available From

Dade County Public Schools
Division of Elementary and Secondary Education
14010 N.E. Second Avenue
Miami, FL 33132

Also available from ETS Test Collection SET E #010162

OTT TEST OF ORAL LANGUAGE
Ages 5 - 12

Test Purpose

This test assesses the level of proficiency in oral language production of children from non-English speaking backgrounds, primarily Spanish-speaking backgrounds.

What the Test Measures

The instrument produces two types of scores: Phonemic Analysis, which covers common phonemic differentiations recognized as a problem for Spanish speakers learning English. Eleven subscores and a total are produced in this area. Fluency, which includes elaboration and intonation. Three subscores and a total score are produced in this area.

Test Description

The test may be administered to groups of no more than four children. Electronic equipment (language laboratory facilities) is needed to administer the test. In Part I (Phonemic) the children listen to a tape which contains a number of questions in English. Their responses to the questions are recorded. In Part II (fluency) the children are shown slides and are asked 24 questions. The scores are based on the descriptive nature of the responses, the inferential and imaginative components of the response.

A scoring service is available or teachers can be trained in the rating system on which the scores are based.

Technical Information

Test-retest reliability with primarily first graders was found to be .67.

The measure was used in conjunction with the evaluation of a communication skills program and showed significant differences between the experimental and control group which lends some validity evidence.

Available From

Dr. Elizabeth Ott
Southwest Regional Laboratory
211 East 7th Avenue
Austin, TX 78701

Also available from ETS Test Collection Set A #007006

PEER RATING SCALE

Forms available for Gr. 1 and 2 and Gr. 3 to 6

Test Purpose

The test was designed and validated in a research study on the effects of elementary schools. The scale was designed as a measure of socialization among elementary school children.

What the Test Measures

The rating scale provides measures on three subscales each composed of four constructs:

INDIVIDUAL PROSOCIAL ACTION: Leadership, Independence, Assertiveness, Competitiveness.
SOCIAL INTERACTION: Cooperation, Conformity, Authority Relations, Control of Aggression.
AFFECTIVE RELATIONSHIPS: Liking Others, Social Acceptance, Being Liked and Popularity.

Test Description

The grade 1-2 form is 36 items long and the grade 3 to 6 form is 60 items long. Each student rates three classmates with the form using a three point scale. Normative data are available for approximately 200 students at grade 1 and 4.

Technical Information

Internal consistency reliability for the items at grade 4 are in the .80's and at grade 1 range from .65 to .83. Interjudge reliability (or the extent to which various children in the class give the same ratings for a peer) ranges from .36 to .61. Through a series of validity studies the authors contend that they have strong empirical support for socialization constructs of prosocial action and social interaction while less for affective relationships. These data are all correlational in natures.

Available From

John F. Feldhusen
Purdue Educational Research Center
Purdue University
West Lafayette, IN 47906

Also available from ETS Test Collection Set E #008524

PENNSYLVANIA ASSESSMENT OF CREATIVE TENDENCY (PACT)
Ages 9 - 14

Test Purpose

This instrument is an attitude inventory developed to measure students' creative tendencies.

What the Test Measures

The instrument design is based on three assumptions: 1) there is student potential for creative output, 2) events do affect creativity and 3) there are characteristics common to creative production whether product is tangible or ideational. Creativity is defined as the conception by an individual of an event or relationship which, in the experience of that individual, did not exist previously.

Test Description

The instrument contains 39 Likert-type rating scale items. The items were developed on the basis of nine traits which are a profile of the creative child: self-direction, evaluative ability, flexible thinking, original thinking, elaborative thinking, willingness to take risks, ease with complexity, curiosity, and fluent thinking ability. Some of the items are scored negatively and some positively.

Norms developed over an eight year period with approximately 1,000 students per year are reported.

Technical Information

Reliability was computed for six different samples using Cronbach's alpha and Kuder-Richardson's Formula 20. The coefficients range from .79 to .92.

Content validity was established by item review by a panel which included educational researchers, elementary education teachers, and basic education teachers who were told to select items which reflected creative behavior. The instrument was factor analyzed, and revealed one general factor which the developers named creative tendency.

Additional validity studies include a comparison of 4th grade winners of the national creative writing contest with non-winning fifth graders. The 4th graders PACT scores were one standard deviation higher than the 5th graders. PACT was also found to be significantly related to the Minnesota Tests of Creative Thinking.

Available From

T. Jerome Rookey
EIC/Central New Jersey
50 Lake Drive
Hightstown, NH 08520

Also available from ETS Test Collection Set D #008309

PERFORMANCE TEST FOR AUTO MECHANICS
Secondary and Post-Secondary

Test Purpose

The tests are achievement measures in the area of auto mechanics.

What the Test Measures

Forty-seven test units are presented in this report which measure the performance in specific areas of repair, diagnosis, and replacement tasks.

Test Description

The tests described in this report are applied performance measures in auto mechanics. Each of the units is presented in the following format: (1) test item -- the task to be done; (2) unit section -- piece of test equipment on which the item is to be administered; (3) actual task -- describes interactions which are to occur between the tester and the testee; (4) time -- estimate of time required to complete the test task; (5) scoring -- detailed criteria to be observed by the classroom teacher; (6) record -- description of camera angles from which the completed task should be photographed for central scoring; and (7) record scoring -- criteria instructions for central scorer.

Technical Information

The judgment of content validity must be made by the potential user of the test. However, it should be pointed out that the probable predictive validity of a measure of this kind is better than a pencil and paper test covering simple knowledge of how to perform the various tasks covered on this series of tests.

Reliability of these measures is adequate with training. The description in the report which is available calls for central scoring of the tasks. However, teachers could score the tasks if they received training in the scoring system.

Available From

J. C. Fortune
Eval. Service Ctr. for Occupational Education
University of Massachusetts
Amherst, MA

Also available from the ERIC Document Reproduction Service Document #ED 097 416

PHYSICAL FITNESS TEST BATTERY FOR MENTALLY RETARDED CHILDREN

Test Purpose

The test is a measure of physical fitness for individuals who are not physically handicapped, but who are mentally handicapped.

What the Test Measures

The test development procedures have produced a set of items which are not highly correlated with intelligence. Also, scoring techniques made scoring of lower performances possible on items which are used with children of average intelligence, thus allowing for more non-zero scores in the handicapped population.

Test Description

The battery consists of a series of items which must be accomplished by the examinee which measure different aspects of physical fitness, e.g., a 25 yard run, a bent arm hand, leg lift. The items are ordered to reduce fatique. The events may be held either indoors or outdoors with the exception of the 300 yard run. The author suggests that this event be run outside since an indoor run would require the examinee to keep track of laps which may confuse this level of student.

Technical Information

Norms are available for each test item by sex and two levels of handicap.

While reliability and validity data are not available in traditional form, a comprehensive description of item selection procedures is given. Forty different events were initially considered for part of the battery. Each event was modified to reduce complexity of movements required to perform them. This set of items was administered to a group of children. Items with a high percentage of zero scores were dropped. The remaining items were then correlated with an intelligence measure. Items which correlated strongly with the intelligence item were dropped. The remaining set of modified items and the original items were then administered to a normal sample of children. Those modified items which correlated well with the originals were retained. The author's rationale was that the correlation was evidence of validity.

Available From

Dr. Hollis Fait
School of Physical Education
University of Connecticut
Stoors, CT 06268

Also available from ETS Test Collection Set D #008105

PICTORIAL TEST OF INTELLIGENCE (PTI)

Ages 3 - 8

Test Purpose

The test is designed to measure intelligence. The test is primarily used with class placement of institutionalized educable mentally retarded students.

What the Test Measures

Six subtests measure different facets of mental functioning: picture vocabulary, information and comprehension, form discrimination, similarities, size and number, and immediate recall.

Test Description

This instrument is an individually administered intelligence test which must be administered by a trained, certified examiner. It is similar to the Binet because it can be administered to very young children and similar to the Wechsler because the subtests are content organized. Total number of correct units are converted into mental age and then into a deviation IQ scores.

Technical Information

See Buros 7 for two reviews and a list of references for this test.

Reliability of this instrument has been calculated by both the test-retest method and split-half internal consistency method. Test-retest coefficients of .77 and .88 were found for kindergartners and seond graders respectively. The split-half coefficients ranged from .95 to .98. Reviews indicate that the test-retest coefficients are inadequate for a test of this type, designed to be used for individual diagnosis.

Validity of the instrument has been primarily established by correlating the PTI with other individually administered intelligence tests. Reviewers have been critical of generalizing beyond the scope of the studies which have been done with the instrument. They see the instrument as one of potential use for diagnosis of young children, but would like more research done on the instrument.

Available From

Houghton Mifflin Company
Wayside Road
Burlington, MA OT803

PITTSBURG AUDITORY TEST
Pre-K - 12

Test Purpose

The battery of tests measures the specific auditory discrimination skills of hearing-impaired children.

What the Test Measures

The battery consists of ten separate subtests: 1. Duration of gross sounds, 2. Duration of words and phrases, 3. Vowel discrimination, 4. Simple vocabulary discrimination, 5. Sentence discrimination, 6. Transition, 7. Intonation in conversation, 8. Simple commands, 9. Five-syllable sentences, and 10. Ten-syllable sentences.

Test Description

Not all of the subtests of the battery should be given to all students. They, in fact, represent various levels of auditory discrimination. For instance, only tests 1, 4, and 8 would be appropriate for a prekindergartener.

Since the group which is being tested is hearing impaired to some degree, the administration of the test must be done with equipment which will insure that the level of sound at each administration is the same. Tape recorders, and speakers which read out the level of sound are essential for the use of this battery.

Technical Information

Norms are available for all subtests except 6 and 7 for groups from 2½ to 18. These data were collected over a five year period. Each age group has over 100 individuals in it, who have a hearing loss from 70 to 110 dB.

The author contends that increases in scores which occur with increases in age is an indication of validity. Most of the individuals who are participants in the studies which are designed to validate this instrument are being educated in a preparational training program. Most of the evidence which is presented by the author is based on very small groups. There is no information about the degree of correlation between the various tests. Nor are there data presented concerning the reliability of the measures.

Available From

Helen B. Craig
Research Director
Western Penn. School for the Deaf
300 Swissvale Blvd.
Pittsburgh, PA 15218

Also available from ETS Test Collection Set D #008349

PRESCHOOL PREPOSITION TEST (PPT)

Test Purpose

This device is a rapid screening test to be used with children in Head Start programs to identify those needing early scholastic assistance.

What the Test Measures

The instrument produces a single measure which is interpreted as scholastic ability in pre-kindergarten and kindergarten children.

Test Description

The test is individually administered to children in approximately 10 minutes. The test is composed of a half-ball which is magnetized and a metal board which is painted with a picture of a red boy facing a green car on a yellow background. The examiner reads aloud 23 items in turn, each containing a preposition or prepositional phrase; for example, "Put the ball into the boy's hand," "Put the ball in back of the car." In response, the child places the magnetized ball onto the board, where it adheres. The examiner then marks the child's placement with an X and an item number on a picture score sheet, a reduced-size replica of the testing board picture. With the use of the score sheet, the scoring is done later by the tester or someone else trained in scoring without distracting the testing situation.

Norms are available for a sample of approximately 1,000 children from four states.

Technical Information

The reliability of the instrument has been investigated with both handicapped and normal samples. With a one month interval and handicapped children, the coefficient of test-retest reliability was .86 to .82. With a seven month interval and samples of handicapped and normal children, the coefficients were .64 and .65, respectively.

Since the measure is designed for screening the academic ability of young children, evidence of validity has taken two forms: correlations with other measures of ability in young children, and correlations with later academic achievement. PPT has shown moderate correlations (.41 to .62) with the Peabody IQ test and the Stanford Binet Test. In fact, the PPT correlated better with the Binet than the Peabody did. The PPT has also shown moderate correlations with teacher ratings of ability and with the Iowa test of Basic Skills taken at third grade. The ability of the test to retain its correlation with a academic variable over a time period of three years, is evidence of the validity.

Available From

May Aaronson
National Institute of Mental Health
Rockville, MD 20857

PRIMARY ECONOMICS TEST
Grade 1

Test Purpose

The test was designed to assess the ability of first grade children to learn academic concepts.

What the Test Measures

The concepts of economics which are measured in this instrument are taken from FAMILIES AT WORK, one of a three part series for grades one through three, by Lawrence Senesh.

Test Description

The test is designed to be group administered. The questions are read aloud to the children. All of the questions may be answered yes or no. The test contains 75 statements.

A unique feature for this instrument is its scoring. The children are presented the same concept with a question which must be answered yes and a question which must be answered no. In order for the child to receive credit for a correct response, both of the questions must be answered correctly.

Technical Information

Reliability of the test was reported for single item responses and for match pair item scoring using experimental (used FAMILIES AT WORK) and control groups (did not use the curriculum on which the test is based). The single item scoring produced split-half coefficients of .35 (E) and .14 (C) and the matched scoring produced split-half coefficients of .60 (E) and .46 (C).

Validity of this instrument must take into account whether the curriculum is used. For those using FAMILIES AT WORK, the test has been shown to discriminate achievement. Those who do not use that particular curriculum would not want to use this instrument.

Available From

Dr. A. Guy Larkins
University of Georgia
209 Dudley Hall
Dept. of Social Science Education
Athens, GA 30602

Also available from ETS Test Collection #006612

PRIMARY MENTAL ABILITIES TESTS
K - 12

Test Purpose

The tests were intially designed in the 1930's by Thurstone to investigate and support his theory that intelligence is composed of several differential mental abilities or aptitudes. The tests are now described by the publisher as readiness tests.

What the Test Measures

The batteries provide scores on five factors: verbal meaning, number facility, reasoning, spatial relations, and perceptual speed. However, only one battery (grades 4-6) includes all five factors. Perceptual speed is omitted from grades 6-9 and 9-12, and the reasoning score is excluded from K-1 and grades 2-4.

Test Description

The total battery administration takes approximately one and a half hours. Scores available include mental age and deviation intelligence.

Technical Information

Reliability of the various subtests in the battery is deemed acceptable by reviewers. (See Buros 2, 3, 4, 5, 6, and 7). The major concern of the reviewers of the instrument is the high correlation among the various subtests showing that the battery does not measure five separate factors.

This test is primarily a measure of aptitude rather than achievement. Consequently, the validity of the measure should be supported by its ability to predict success in school. Also, since the battery claims to be differential, it should be able to show independence of the traits. The studies presented in the manual do not contain sufficient evidence to make either of these claims. Given the age of the instrument, one would have expected stronger evidence. Correlations are presented with the Kuhlman-Anderson Intelligence Tests and the Iowa Testsof Basic Skills composite scores.

Available From

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, IL 60606

PRIMARY SOCIAL STUDIES TEST
Grades 1 - 3

Test Purpose

The test is designed to measure achievement in social studies.

What the Test Measures

Like all achievement tests, the extent to which one can ascribe meaning to the scores which are produced by the test depends upon the match between the instrument plan and the objectives of instruction.

Test Description

The examiner presents the items orally to the class. Students select choices in their booklets. Machine scorable booklets and hand scorable booklets are available from the publishers. Item responses are identified for the students with symbols such as balls and stars, so that knowledge of numbers is not required for students to proceed through the test.

Technical Information

See Buros 7 for a full review of the instrument.

The test manual presents the norms and reliability for the instrument by grade level. Since this instrument was part of the standardization of the Iowa Tests of Basic Skills and the Lorge-Thorndike Intelligence Tests, the description of the sample on which the norms are based is extensive. Scores include grade equivalents, percentiles and stanines.

The reviewer of the instrument complimented the instrument on its reliability, but considered the reliability to be high enough only for classroom analysis and cautioned users not to apply the test results for individual student diagnosis.

Relative to the content validity of the test, the user must inspect the items to ensure that they reflect the instructional objectives of the classroom. The reviewer of the instrument notes that the test excludes items from the fields of sociology and anthropology This exclusion prompts the reviewers to recommend that the test not be used because of a narrow view of the concepts and processes of social studies.

Available From

Houghton Mifflin Company
Wayside Road
Burlington, MA 01803

PUPIL BEHAVIOR INVENTORY, EARLY EDUCATION VERSION
Grades Preschool - 6

Test Purpose

The instrument is a rating scale for measuring the extent of pupil conformity to the behavior standards maintained by school personnel. It is also devised to identify problems visible to teachers and others which may be useful diagnostically to special support staff.

What the Test Measures

By summing teacher ratings, the test produces eight scores for a child: classroom misconduct, creative inquisitiveness, good student behavior, teacher dependence, poor physical condition, academic motivation, anti-social behavior and problematic socio-emotional state.

Test Description

The teacher rates an individual student's frequency of behavior with 44 items. The scale is a five-point Likert-type from "very frequently" to "very infrequently." Machine scoring is possible, but also a scoring mask is available to facilitate scoring by hand.

Technical Information

No reliability information is available on the instrument. However, the authors advise that two measures on a child should be interpreted only if the same teacher has made the ratings, because of possible differences in subjective judgement.

Scores on the eight scaleswere correlated with a number of variables to establish validity. Academic motivation correlated significantly with an independent measure of this trait by a trained psychologist. Some of the other scales also correlate with the child's Binet IQ. Factors of creative inquisitiveness, good student behaviors, and academic motivation showed significant increases over the school year in a cognitively oriented preschool program.

Available From

Norma Radin
School of Social Work
University of Michigan
Ann Arbor, MI 48104

Also available from ETS Test Collection Set E #008918

PUPIL CLASSROOM BEHAVIOR SCALE (PCBS)
Elementary

Test Purpose

The test was designed primarily for research purposes to measure certain behaviors of students as rated by teachers.

What the Test Measures

The instrument produces three subscores: achievement orientation; socio-academically creative orientation; and socio-cooperative orientation.

Test Description

The instrument contains 24 items which represent observable classroom behaviors. Teachers rate students on a five-point Likert-type scale which represents frequency of occurrence. Each item is a description of a relatively discrete behavior event. The answer sheets are set up so that a teacher may rate four students at once.

Technical Information

Factor analysis yielded confirming evidence concerning the four subscores of this instrument. Using a sample of ratings for students from grades 2 to 6, split-half reliability coefficients were calculated on the instrument yielding results ranging from .87 to .91. Test-retest coefficients range from .46 to .70. However, some of the groups participating in the reliability study were also participating in an experiment to yield student change.

Validity evidence exists mainly in the form of experiments where PCBS was the dependent variable. It has proven to be sensitive to experimental manipulation. The correlation between all of the scales and achievement ranges from .49 to .78.

The authors suggest that the instrument be used only as a measure of group or classroom behavior and not for individual diagnosis.

Available From

C. Mitchell Dayton
Measurement and Statistics
College of Education
University of Maryland
College Park, MD 20742

Also available from ETS Test Collection Set E #009574

PUPIL RATING FORM
K - 12

Test Purpose

The form is designed to enable teachers to describe their students' typical classroom behavior on various dimensions.

What the Test Measures

The rating form reflects teacher judgments of student behaviors in 28 dimensions of classroom behaviors, e.g., leadership, mood, inhibition, work habits, maturity, sociability, achievement, and group participation.

Test Description

The instrument rating is done for one student at a time. Time estimates to complete the ratings range from 5 to 10 minutes. The instrument uses Semantic Differential scales with bipolar adjectives describing each extreme of each of the behavioral dimensions, e.g., orderly versus careless, or silent versus talkative.

Technical Information

No reliability or validity information exists for the rating form, per se. However, the form is an adaptation of the School Records Coding Manual, which is a rating system for coding teacher comments in cummulative folders along the same dimensions. The Coding Manual has inter-judge reliability of from .4 to .9, with a median reliability coefficient of .81.

Available From

Norman F. Watt
Professor of Clinical Psychology
Department of Psychology
University of Massachusetts
Amherst, MA 01002

Also available from ETS Test Collection Set D #008316

PURDUE SELF-CONCEPT SCALE FOR PRIMARY GRADE CHILDREN

Test Purpose

The scale is intended for research use and not the individual diagnosis of children. It is designed to assess aspects of a child's self-concept.

What the Test Measures

The instrument is a self-report, Likert-type device that elicits ratings of various story/cartoons by young children. It produces a single score which is called self-concept, but the instrument plan has an equal number of items in the area of sense of social acceptability to others and a sense of competence.

Test Description

The test response format presented to the children contains 5 stick figures. The characters from left to right hold: a large balloon, a small balloon, nothing, a small flag and a large flag. The child is given directions to mark the figure which most closely resembles him/herself. That is, if the task is rate himself, and the ballon represents tall than the flag represents short, the directions would locate these concepts for the child. Half of the items are scored with balloon representing the positive end of the scale and half with the flag representing the positive end of the scale.

Technical Information

No reliability or validity information is available. The instrument has been used by the author primarily in a program of research to study the relationship between self-concept, social attitudes and achievement motivation in children. The use of the stick figures and the changing of the positive and negative ends of the scale are an attempt to guard against a child using a single response.

Available From

Victor G. Cicerelli
Dept. of Developmental Psychology
Stanley Coulter Annex
Purdue University
Lafayette, IN 47907

Also available from ETS Test Collection Set E #008099

PURDUE SOCIAL ATTITUDE SCALES FOR PRIMARY GRADE CHILDREN

Test Purpose

The test is designed to assess children's attitudes toward peers, school, community and home. The scales are intended for research use and not the individual diagnosis of children.

What the Test Measures

The instrument is a self-report, Likert-type device that elicits ratings of various story/cartoons by young children. It produces scores in four areas which given an indication of the child's attitude toward peers, school, home and the community.

Test Description

The test booklet contains 40 cartoon-type picture stories and 40 response frames for the children which have a series of five faces from happy to sad. The faces are scored by the typical Likert rules of 5 for most positive and 1 for the most negative response. The test may be administered in small groups of 10 to 15 or individually. The child is shown the cartoons and the administrators reads the prepared legend for each of the cartoons. The instrument is untimed, but estimates of use are approximately 30 minutes.

Technical Information

No reliability or validity information available. The instrument has been used by the author primarily in a program of research to study the relationship between these attitudes, self-concept and achievement motivation in children.

Available From

Victor G. Cicerelli
Dept. of Developmental Psychology
Stanley Coulter Annex
Purdue University
Lafayette, IN 47907

Also available from ETS Test Collection Set E #008097

PURDUE TRADE INFORMATION TEST FOR SHEET METAL WORKERS

Test Purpose

This test was designed as an achievement test for occupational instruction in sheet metal work.

What the Test Measures

The test measures the definitions and technical vocabulary in sheet metal working.

Test Description

The test is untimed and is estimated at requiring between 30 and 45 minutes for completion. It contains 35 four-choice mutliple-choice items, only two of which use illustrations.

Percentile norms are available, but are based only on a sample of 47.

Technical Information

Reliability of the instrument was assessed by using Kuder Richardson Formula 20. The coefficients range from .77 to .90. Validity was shown by a significant mean difference between journeymen and students. Reviews of the instrument (Buros 5) suggest however, that the concentration on terminology of the test restricts the validity of the device.

Available From

University Bookstore
Purdue University
360 State Street
West Lafayette, IN 47906

R-B NUMBER READINESS TEST
Grades K - 1

Test Purpose

The test is designed to identify those children who need additional readiness activities prior to formal mathematics instruction.

What the Test Measures

The total score represents specific aspects of number readiness: counting, cardinality, ordinality, one-to-one correspondence, vocabulary, writing simple numerals, recognition of shapes and patterns, and recognition and matching of numerals.

Test Description

The test is administered either individually or in small groups of eight or so. If administered in a group situation, it is recommended that an assistant be used. Twenty pictoral items are presented to the children with the examiner reading the questions. The child responds by pointing to the correct response on the item, e.g., "put your finger on the numeral that tells how many balloons there are."

Technical Information

No reliability, validity, or norms are available for the instrument.

Available From

Dorothy M. Roberts
1428 East 7th Street
Plainfield, NJ 07062

Also available from ETS Test Collection Set D #008312

RAVEN PROGRESSIVE MATRICES
Ages 8-65

Test Purpose

The test was constructed within the framework of Spearman's theory of intelligence and has been designed to measure g.

What the Test Measures

The test measures an aspect of intelligence in a non-verbal fashion. The test also claims to be a culture-free measure of intelligence, but there is little evidence to support that claim.

Test Description

The test is untimed, but takes approximately 45 minutes. The tasks consist of designs with missing parts. The examinee chooses from the given options the design that best fits.

Technical Information

The test has been widely used in research. For a review see Buros 6 and 4. Buros 7 has an extensive bibliography.

Evidence on the reliability and validity of the test is inconsistent. The test tends to be extremely difficult for young children and the reliabilities for the young age groups tend to be low. Norms are presented for English groups only. Percentiles for English school children and means and standard deviations for several English adult groups are reported.

Available From

The Psychological Corporation
Regional Office
7555 Caldwell Avenue
Chicago, IL 60648

READING TEST FOR VOCATIONAL EDUCATION

Test Purpose

This instrument is a screening procedure to identify students who lack academic skills but who, because of interest and knowledge in several vocational areas, will succeed in vocational education programs. It was developed as an alternative to academically oriented tests used as screening devices.

What the Test Measures

The score which is produced by the instrument may be a mixture of reading in specific vocational areas and aptitude in those areas.

Test Description

The test is a timed exercise which may be given either in consumable booklets or with machine scorable answer sheets. Reading exercises with the cloze procedures are presented to the students. Multiple-choice options are the item formats used for the missing words. The reading passages are in technical areas such as computers, auto mechanics, television, tools, and electricity.

Technical Information

No information is available on the test reliability or validity. However, the author cautions that the test is not useful as a diagnostic or prescriptive device in reading.

Available From

Lucile Weiss
5983 Forest Hill Boulevard
West Palm Beach, FL 33406

Also available from ETS Test Collection Set E #009011

RUSSEL SAGE SOCIAL RELATIONS TEST
Grades K - 6

Test Purpose

This situation test is designed to assess the nature of two aspects of children's skill in social relations: cooperative group planning procedures, and techniques of cooperative group action. Individual scores on the instrument are not available, only group scores are available.

What the Test Measures

Two scores are produced by the measure:

PLANNING STAGE: which includes participation, communication, ideas, plan, involvement, autonomy. This score classifies the group as mature, dependent, immature, semi-controlled, semi-restrained, uncontrolled or restrained.
OPERATIONS STAGE: which includes involvement, atmosphere, activity success. This score classifies the group as mature, rollicking, immature, suppressed, excited, bickering, disinterested, rowdy or quarreling.

Test Description

The test requires two tables, a chalkboard, and construction toys to administer. Two adults who have training and/or experience in the instrument and group discussion skills are needed for administration. One adult serves as administrator and one adult serves as a recorder of student behavior. At each stage of the task, the instrument scores several social interaction characteristics of the students.

Technical Information

The instrument has been characterized as primarily for research use. An estimate of observer reliability is approximately .75. Validity was attempted by comparing the scores with measures of frustration and aggression.

Available From

Educational Testing Service
Princeton, NJ 08540

Also available from ETS Test Collection Set B #001531

SRA ACHIEVEMENT SERIES
Grades K - 12
Levels A - H

Test Purpose

An achievement battery designed to measure a wide range of content matter skills at each grade level.

What the Test Measures

For the indicated levels of the battery, the following scores are prepared:

READING: Visual Discrimination (Level A only) matching of letter features, letter forms, and word forms.
Auditory Discrimination (Levels A & B only) similarities between pairs of words in terms of beginning, middle, or end.
Letters and Sounds (Levels A, B, & C only) identification of letters and matching letters for sounds in beginning, middle, and end of words.
Vocabulary (all levels but A) recognition of words in context, synonyms, and literal and non-literal meanings of words.
Comprehension (all levels but A) summarizing, perceiving relationships, and drawing conclusions.

MATHEMATICS: Concepts (all levels but in H combined with Computation) numbers, numerals, geometry, measurement.
Computation (all levels but in H combined with Concepts) skills in the four operations with whole numbers, fractions, and decimals.
Problem Solving (Levels E, F, G, and H) one-stem and multiple-step story problems. The problems involve money, time, proportion, statistics, and probability.

LANGUAGE ARTS: Mechanics (Levels C, D, E, F, and G but in H combined with Usage) capitalization and punctuation.
Usage (Levels, C, D, E, F, and G but in H combined with Mechanics) usage of parts of speech, and sentence structure.
Spelling (all levels but A & B) select incorrect word in context of common spelling mistakes.

REFERENCE MATERIALS: (Levels, E, F, G, and H) use of reference materials, i.e., encyclopedia, library, reading graphs, and tables.

SOCIAL STUDIES: (Levels, E, F, G, and H) material from sociology, anthropology, history, government, geography, and economics.

SCIENCE: (Levels E, F, G, and H) measures the process of science and inquiry as well as facts in the physical, earth, and space sciences.

SURVEY OF APPLIED SKILLS: (Level H only) based on items in the other tests which emphasize consumer economics, health and safety, employment and community resources. (To obtain this score the students must take the entire battery.)

Test Description

Time of testing will depend on the selected subtests and the level of testing. Levels A-D take from two hours to three hours, the other levels take approximately four and a half hours for the total battery. Levels A, B, and C, are administered orally and require no reading skills on the part of the examinees. The number of items per subtest varies by content and grade level. The range is from 20 to 50 with most of the subtests containing 30 to 40 items. Hand scoring, machine scoring, and scoring service options are available through the publisher. A great many forms and options are available if the scoring service is purchased.

Norms for each of the levels of the test are available both below and above the typical grade of use which will allow "out of grade level" examination. Review the publisher's catalog for complete description of recommended testing and norm availability for each of the levels of the series.

Technical Information

Standardization of this instrument was done in 1978. Data concerning the reliability and validity of this version will be available late in 1980. Other editions of this series are reviewed in both Buros 6 and 7 and found to be acceptable.

As with other achievement batteries, the judgment of content validity must be made by the user of the test.

Available From

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, IL 60606

SRA PICTORIAL REASONING TEST
Ages 14 and over

Test Purpose

The instrument provides a measure of general ability on which major ethnic groups in the United States and Canada did not differ.

What the Test Measures

The instrument produces a score which the publisher describes as general intellegence, but which reviewers (Buros 7) have said is more like the ability to classify, a part of general intellegence.

Test Description

The test consists of 80 sets of five pictures or designs. The examinee selects the one that differs from the rest in some way that the other four are alike. It can be given with a 15 minute time limit or as an untimed instrument. Norms are available for both administration strategies.

Technical Information

The items were selected for the instrument on the basis of similarity of results for various subgroups: rural white, urban white, Appalachian, urban Negro, rural Negro, Spanish-speaking bilinguals, and French-speaking bilingual Canadians. However, no evidence is given that the subgroups used in the sample were initially equated with respect to the general ability which the test is designed to measure.

Reliability of the test was calculated using the Kuder-Richardson Formula 20 for each of the subgroups presented with the norms. The range of coefficients is .59 to .83. As validity evidence, the test is correlated with the SRA Non-Verbal Form. However, the SRA was part of the pool from which the items were selected, so that essentially the study shows that the test correlates with an earlier version of itself. Reviewers are critical of the lack of validity information on the test.

Available From

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, IL 60606

SCHENECTADY KINDERGARTEN RATING SCALES
Kindergarten

Test Purpose

This test measures behavioral dimensions related to school achievement and emotional adjustment. It provides a method for screening children so that preventive or remedial programs can be provided for those who are deficient in language, motor, social or cognitive development.

What the Test Measures

Global ratings are given by the teacher in the following areas: 1. Wanting and sharing, 2. Level of organization of play 3. Clarity of speech, 4. Use of materials, 5. Restraint of motor activity, 6. Cooperation with adults, 7. Verbal skill, 8. Fearfulness, 9. Frequency of anger toward adults, 10. Use of scissors, 11. Type of motor activity -- large muscle as opposed to small muscle activity, 12. Activity versus passivity of speech and 13. Frequency of anger toward children.

Test Description

The scales are contained in a reusable booklet. Answer sheets are available which allow the teacher to make ratings on the thirteen scales for fifteen children.

Technical Information

Schenectady has developed norms for each of the scales and has set cut points for the scales which indicate "deviant" behavior at the 25th percentile.

The scoring manual states that interpretation and application of ratings should be the responsibility of the school psychologist, counselor, or administrator, yet the regular teacher makes the ratings. While they make claims of the predictive power of the ratings for later achievement, no evidence of correlations between ratings and achievement are given. However, a percentage of successful identification is given at 79% for boys and 83% for girls. Reliability is given in terms of percentage of agreement between two rates. Agreement within one point is achieved between 78 and 94% of the time on a five point scale, and between 69 and 84% of the time on a 7 point scale.

Available From

W. Glenn Conrad
Schenectady County Child Guidance Center, Inc.
821 Union Street
Schenectady, NY 12308

Also available from ETS Test Collection Set D #008372

SCHOOL BEHAVIOR CHECKLIST
Ages 7 - 13

Test Purpose

The scale allows teachers to rate children's deviant behavior.

What the Test Measures

Scores are provided in seven areas of maladjustment: low need achievement, aggression, anxiety, academic disability, hostile isolation, extraversion, and total disability.

Test Description

The checklist is based on the Pittsburgh Adjustment of Survey Scales. Teachers rate children on a scale which contains 96 items. Separate scoring sheets are provided for boys and girls. Scores are reported on a profile sheet.

Technical Information

Content validity was established with a review by a panel of clinical psychologists. The reliability of the checklist is acceptable and reported in Volume 31 of Psychology Reports.

Available From

Child Psychiatry Research Center
University of Louisville
608 South Jackson Street
Louisville, KY 40208

Also available from ETS Test Collection Set B #007451

SCHOOL INTEREST INVENTORY
Grades 7 - 12

Test Purpose

The test was designed to identify potential dropouts.

What the Test Measures

The construction of the instrument was based upon factors which are associated with dropouts and not on a psychological or heuristic theory concerning staying in school. Consequently, the score reflects the number of characteristics a student has answered true to and does not reflect a viable trait of the student.

Test Description

The test is an untimed survey. It is hand scorable. It contains 150 items which the examinees respond to as either "true" or "false". The items reflect the empirical nature of the survey: "We rent our home"; "I like to skip school"; "School is fun". The items were selected on their ability to discriminate between dropouts and stay-ins in a sample of 25,000 pupils containing about 800 dropouts.

No norms are available for the instrument. The publisher advises the user to develop local norms. Separate scoring keys are provided for boys and girls.

Technical Information

Several reviews and a bibliography are available in Buros 7.

The test-retest reliability of the instrument ranges from .78 to .92 with a one or two week interval between testing occasions. Reviewers have criticized the instrument for the lack of normative data and for the fragmentary nature of the validity information of the instrument. While the instrument construction techniques used on the instrument show that the instrument will differentiate between dropouts and stay-ins, the data are not conclusive. One reviewer questions whether this instrument would do any better than predicting dropouts on the basis of several demographic characteristics of the dropout population.

Available From

Houghton Mifflin Co.
Wayside Road
Burlington, MA 01803

SCHOOL PERFORMANCE CHECKLIST

Test Purpose

This checklist was developed for use with children in special education classes.

What the Test Measures

The score represents a teacher's perceptions of the functioning of special education children.

Test Description

The instrument consists of 27 items which identify classroom situations. Teachers rate these items on a seven point Likert-type scale and are allowed to comment on each of the items.

Technical Information

No reliability or validity information is available on the instrument.

Available From

Daniel J. Macy
Department of Research, Evaluation
and Information Systems
Dallas Independent School District
3700 Ross Avenue
Dallas, TX 75204

Also available from ETS Test Collection Set E #010203

SCIENCE VOCABULARY INVENTORY
Grades 7 - 12
Levels A to F

Test Purpose

The inventory was designed to determine the student's reading vocabulary in science and the level of readability of science materials.

What the Test Measures

The various levels of the test produce scores much like an achievement test, i.e., the number of correct answers to questions of fact. Consequently, the validity of the levels of the inventory must be judged by the potential user.

Test Description

Each level of the test contains eight words which the student must correctly define. The tests are forced-choice with each word matched by 10 brief definitions.

Technical Information

The instrument manual gives no information concerning the validity and reliability of the instrument when it is used as an achievement test. No evidence is presented relative to the second purpose of the instrument, i.e., checking the readability of science materials.

Available From

Dr. Paul Bethune
Board of Public Instruction
1320 S.W. 4th Street
Fort Lauderdale, FL

Also available from ETS Test Collection Set A #007129

SEARS SELF-CONCEPT INVENTORY
Grades 3 - 6

Test Purpose

The instrument was designed primarily for research purposes to assess children's self-concept. The authors suggest that parental permission be procured before the instrument is used.

What the Test Measures

Self-concept, as measured with this instrument, is a composite of self-ratings on a number of variables. The child rates himself in terms of: physical ability, attractive appearance, convergent mental ability, social relations with same sex, social virtues, divergent mental ability, work habits, happy qualities, and school subjects.

Test Description

The instrument is untimed, but takes approximately 40 minutes. It is designed to be group administered. Items are printed in a reusable booklet and the answers are coded onto a separate sheet which may be either hand or machine scored. The test contains 48 items and produces the following subscores which are listed with the number of items upon which they are based:

> Physical Ability, 4; attractive appearance, 4; convergent mental abilities, 8; social relations with same sex, 4; social virtues, 4; divergent mental ability, 8; work habits, 4; happy qualities, 4; school subjects, 8; total "mental ability:, 24; total "personality", 24; total self-concept, all items -- 48.

Technical Information

Using a sample of twenty-three students internal consistency reliability was estimated on each of the scores. Reliability scores on the subparts ranged from .56 to .83. The three total scores had reliability scores of .92 (mental ability), .88 (personality) and .90 (self-concept).

The instrument was used in research which has been published in referenced journals. But no study of validity per se is available.

Available From

Pauline S. Sears
Research and Development Education
Stanford University
Stanford, CA 94350

Also available ETS Test Collection Set B #006701

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THE SELECTED CREATIVITY TASKS
Grade 6

Test Purpose

The test has been designed to measure creativity in elementary school children.

What the Test Measures

The measures of creativity are two tasks presented to the children verbally. A score is given for "instances" and one for "alternate uses". Each score is composed of the dimensions of creativity proposed by Torrance, i.e., fluency, flexibility, originality, and elaboration.

Test Description

Two tasks are presented to the child and his/her responses are recorded verbatim for later scoring. One task is called "instances". The task is to generate possible instances of a concept specified in verbal terms. The second task is called "alternate uses". The task is to generate uses for a verbally specified object.

Scoring requires some training and practice. Responses are scored according to four criteria: 1) fluency, the total number of relevant responses given; 2) flexibility, the number of times that the child changes set; 3) originality, the number of responses which are unique in comparison to the population of which the child is a member; and 4) elaboration, the number of additional details given beyond that necessary to convey the basic idea.

Technical Information

Reliability was developed by using the split-half method, in two different groups. In urban populations, the range of coefficients on the "instances" task was .55 to .90, the range on "alternate uses" was .76 to .90. In rural populations the range of coefficients on the "instances" task was .52 to .72, the "alternate uses" task coefficients were .82 to .89. The author also correlated each of the four rating scores (or items in this case) with the total score for the task and found moderate to high correlations. Content validity is the only evidence for validity of the instrument.

Available From

Eugene C. Abraham
Assoc. Prof. of Science Education
Temple University
Room 250, Ritter Hall
Philadelphia, PA 19122

Also available from ETS Test Collection Set E #008833

SEMANTIC FEATURES TEST
Grades 5 - 8

Test Purpose

The test identifies the dimensions of an individual's "meaning space".

What the Test Measures

The items represent 24 categories of meaning which are arranged in five logical groupings: Similarity Group (synonym, similarity, supraordinate, whole-part, part-part); Relation Group (coordinate, attribute, contrast, free association, connotation); Action Group (action-on, common-use, use-of, repetition); Explanation Group (contiguity, analysis, synthesis, ostensive definition); and Class Membership Group (extension of a class, denotative in context, generic definition, class membership implied, intention of a class).

Test Description

The instrument is designed to be given in an untimed group setting. It contains 276 items. Each of the items is a pair of words followed by definitions. The child's task is to put the definitions in rank order. If the definitions are like the words, then the closest definition is ranked first. If the definitions are the opposite of the word, then the most opposite definition is ranked first.

Technical Information

Definitions of 600 words were reviewed by five judges and classified into the five groups. When agreement was not found among the five judges the definition was dropped from the item pool.

No information is provided on reliability and validity.

Available From

Dr. Peter O. Evanechko
Faculty of Education
University of Victoria
Victoria, Canada

Also available from ETS Test Collection Set A #007189

SITUATION EXERCISES
Elementary and Junior High

Test Purpose

The test was originally developed for use in a study of the aggressive behavior of children in school.

The test is mainly usable as a research tool at the present time, but the authors hope that with more study and standardization of the scoring system, it may be used in diagnosis of classroom behavior.

What the Test Measures

In response to situations presented, students are asked to write all possible responses. Three types of scores are produced by ratings of the responses: 1) quantity of responses; 2) adaptive score composed of a rating on each response as maladaptive, indeterminate, or adaptive; and 3) qualitative measure of abasement, dependence and agression which is based on content analysis.

Test Description

This instrument must be individually administered by a trained examiner. The author suggests that the examiner be a social worker or a psychologist. Four personally frustrating situations are presented to the child in a short paragraph. They include: being accused of cheating, being threatened with punishment for an unavoidable mistake, receiving social rebuff, and not being allowed to select a simple clothing purchase. The child is asked to list all possible responses to each situation. Each responding time is limited to four minutes.

Technical Information

The scoring system was developed so that it could significantly differentiate between maladaptive and adaptive children.

Scores for the four situations correlate between .86 and .96. Correlations across raters on the four situations range from .57 to .71.

Available From

John F. Feldhusen
Dept. of Educational Psychology
Purdue University
West Lafayette, IN 47906

Also available from ETS Test Collection Set E #008527

SIX MUSIC CONSERVATION TASKS
Ages 5 - 13

Test Purpose

The tasks were developed to assess children's acquisition of the Piagetian concept of conservation in musical development.

What the Test Measures

The tasks measure whether a student is able to describe similarities and differences between two pieces of music which come from the same piece, but have been systematically deformed. The six tasks are: conservation of duration; conservation of meter; conservation of rhythm pattern under deformation of tone; conservation of tonal pattern under deformation of pitch; conservation of melody under deformation of tempo; and conservation of tonal pattern under deformation of rhythm.

Test Description

The test requires two tape recorders for administration. One recorder is used for the administration of the items and the other is used to record the student responses. The student must indicate whether the second tune is the same as or different from the first and describe how it is the same or different. Training is required for accurate scoring of the device.

Technical Information

This instrument is in the developmental stages. Norms are not currently available. A preliminary validity study which used age and sex as independent variables, found that the instrument significantly differentiated the students by age, but that there was no difference by sex. Reliabilities calculated in this study range from .02 to .57.

Available From

Marilyn P. Zimmerman
Music Consultant & Researcher
11 Carriage Place
Champaign, IL 61820

Also available from ETS Test Collection Set D #008329

SOCIAL OPINIONS INVENTORY

Grades 6 - 16 and adult

Test Purpose

The test was designed to measure components of personality called social behavior (social maturity when treated developmentally).

What the Test Measures

Social maturity is defined by this instrument to be a trait which is made up of various attitudinal components. Students respond to various individuals and social institutions.

Test Description

The instrument is a self-report type which takes approximately 50 minutes to administer. No training is necessary for administration. However, scoring is complicated and may require some practice.

The instrument itself contains four parts. Part one asks the respondent to circle persons or things that they could do without, e.g., family or church. In part two, the respondent circles things the world is better with. In part three, the respondent circles a series of social organizations that don't affect them either negatively or positively, e.g., legal, rural, political. The last section of the instrument asks the students to check off persons for a list that they would like to have as family, friends, countrymen, and participants in national and international affairs.

This instrument was initially developed in 1946. Although it has been re-copyrighted, the user is urged to check the instrument for sensitive items.

Technical Information

As stated above, the instrument is over 30 years old, consequently, even though norms are available for the instrument, they may not be representative of this time. Using a test-retest reliability design, the coefficient was found to be .84. The validity of the instrument was established by correlating the instrument with an independent rating. However, the rating is not described adequately enough to form a judgment relative to the strength of the validity claim.

Available From

Dr. Cecile Bolton Finley
1600 Gordon Avenue
Charlottesville, VA

Also available from ETS Test Collection Set A #004184

SOMETHING ABOUT MYSELF

Grades 7 - 16

Test Purpose

The test was designed to identify gifted individuals.

What the Test Measures

This self-report creativity checklist is based on the premise that creativity is reflected in the personal characteristics of the individual, the thinking strategies he/she employs, and creative productions by the individual.

Test Description

The test is untimed and may be administered in a group setting. It contains 50 items to which the respondent must indicate agreement or disagreement. One point is scored for each item which is agreed to.

Technical Information

Both test-retest reliability and internal consistency reliability coefficients were calculated, using samples from junior high, senior high and college. The high school coefficients for internal consistency are in the .80's and .90's. The test-retest coefficients for this group are in the .70's and .80's.

Validity was assessed by correlating the instrument scores with the Sounds and Images test. Coefficients in the .10's and .20's were found. Because of the size of the groups these correlations were shown to be significantly different from zero. However, the evidence of a strong relationship between the two sets of scores is relatively weak.

Available From

Dr. Joe Khatena
Marshall University
Huntington, WV 25701

Also available from ETS Test Collection Set A #006844

ST. PAUL OPEN SCHOOL COMPETENCE-BASED GRADUATION PROCESS
Grade 12

Test Purpose

This process measures graduating high school students' theoretical knowledge and its real life applications using a number of measurement techniques.

What the Test Measures

The skills which are specifically measured by the process are: job seeking skills, community involvement, consumer awareness, cultural awareness, information finding, personal and interpersonal skills, and math skills.

Test Description

This practical guide is for schoolwide use of applied performance measures and contains a variety of descriptive materials as well as advice on developing and implementing graduation requirements that call for students to demonstrate both theoretical knowledge and its real life applications.

Actual examples of the processes used to certify students' competence include the written information and checklist given students regarding the six broad competencies required for graduation, a memo with an example on how staff and community members are to validate student competence, and the final math exam, the only paper and pencil test required for graduation.

Technical Information

While the information contained in the report cannot be considered reliability or validity information concerning the measures, the report does contain information on involvement of parents in the system (which might be considered content validity), and a report of a survey of graduates.

Available From

Developer's Demonstration Project
St. Paul Open School
97 East Central Avenue
St. Paul, MN 55101

Ask for Cavanaugh, W. Nathan, J. and Rudquist, D. St. Paul Open School Competence-based Graduation Process. St. Paul, MN: St. Paul Public Schools, 1977.

STANDARD STUDENT INTERVIEW FORM

Test Purpose

The instrument was designed to collect a wide variety of information for the National Institute of Mental Health's Cooperative Collegiate Study.

What the Test Measures

The test through the use of an interviewer who codes the information purposes to measure certain demographic characteristics in addition to: 1) drug experience; 2) political and social attitudes of self; 3) political and social attitudes of parents; and 4) parential attitudes toward drug and medicine use.

Test Description

The interview schedule is 38 pages long. Interviewers who use the schedules with students must be trained in its use, since coding of responses is part of the interview process.

Technical Information

No reliability, validity or norm data are available. There are no data to help with the interpretation of scores. However, since this was developed for a national study of drug use and attitudes toward drug use, some of the items in the instrument may prove to be useful in a smaller scale local evaluation. Cannnot be used with individual students for assessment of individual attitudes.

Available From

R. H. Blum
Program in Drugs, Crime and Community Studies
P.O. Box G
Stanford University
Stanford, CA 94305

Also available from ETS Test Collection Set E #007631

STANFORD ACHIEVEMENT TEST (1973 ed.)
Primary Level I (Gr. 1.5-2.4) through Advanced Level (Gr. 7-9.5)
Forms A & B

Test Purpose

This battery is designed to survey student achievement in a wide variety of school subject matter areas. Several aspects of reading and mathematics are measured by separate tests. The test is not designed to do detailed diagnosis in each of the areas tested.

What the Test Measures

Six battery levels measure performance from the middle of grade one through grade nine. Separate test booklets are not available for each test. Consult the publisher's catalog for complete descriptions of available combinations. Not all tests are available at each level of the battery. The tests in the battery as characterized by the publisher are:

VOCABULARY: A dictated test to assess vocabulary and concept acquisition independent of decoding skills.
READING COMPREHENSION: Includes word reading and paragraph comprehension.
WORD STUDY SKILLS: Samples decoding skills which range from sound-letter relationships to phonetic analysis, blending and syllabication.
MATHEMATICS CONCEPTS: Covers knowledge of numeration, notation, operations, geometry and measurement, fractions, percent and logic.
MATHEMATICS COMPUTATION: Knowledge of basic facts through traditional computation items and incomplete number sentences.
MATHEMATICS APPLICATIONS: Samples the ability to solve problems that occur in life situations.
SPELLING:
LANGUAGE ARTS: Deals with captalization, punctuation, and use, as well as syntactical matters, language sensitivity, dictionary and other reference skills.
SOCIAL SCIENCE: Content covers major social sciences emphasizing a conceptual approach relying heavily on inquiry skills.
SCIENCE: Contains concepts reflecting the natural and physical sciences.
LISTENING COMPREHENSION: Measures comprehension skills such as main idea, literal meaning and inferences.

Test Description

Time for the total battery administration ranges from 190 minutes to 320 minutes depending on the grade level. Each subtest takes from 15 minutes to 35 minutes to administer. Consequently, administration time is dependent on the selection of the tests by the user. Several scoring alternatives are open to the user from hand scoring, machine local scoring to a scoring service provided by the publisher. Test forms are available for both deaf and blind children.

A wide variety of report format are available from the scoring service. Individual student reports may contain raw scores, standard scores, percentiles, grade equivalents and stanines. A class summary report consists of the means for all scores reported, except percentiles and stanines, and a listing of the numbers of students and the percent of the class tested falling within the "above average," "average," and "below average" stanine bands for each of the subtests and the total scores. The publisher also provides an Index of Instructional Objectives which blueprints subskills sampled in each test, which they contend allows for a criterion-referenced interpretation of the scores.

Technical Information

While the publisher of the battery attempted to establish content validity by review of texts, the content validity of a test of this wide ranging content must be determined by the users of the instrument. Review of the subtests themselves is recommended. There is no information relative to the amount of overlap among the various subtests in the battery. However, reviewers have cautioned that overlap probably exists and users should take this into account.

Reliability information for each of the subtests is provided in the manual. Some of the subtests have reliabilities in the .70 and .6 range. The differences in the reliability of each subtest means that the user cannot be equally confident in each of the scores.

Available From

The Psychological Corporation
Regional Office
7555 Caldwell Avenue
Chicago, IL 60648

STATEN ISLAND BEHAVIOR SCALE
Ages 1 - 16

Test Purpose

The scale has been designed to be used as a screening device to identify children who must require special help, and as an evaluation tool to assess adjustment after therapy.

What the Test Measures

The test measures behavior patterns of children with mental health problems. While the test is scorable to a total score, the items are grouped into patterns of functioning to indicate shifts in broad patterns as well as changes in specific behaviors.

Test Description

The instrument is a rating scale used by an adult to describe a child's behavior. There are 295 items on the instrument, the response pattern is "yes" or "no".

Technical Information

The 295 items were selected because they are descriptive of children brought to a mental health clinic. The author claims that the scale is representative of informed professional opinions rather than a collection of symptoms. Ninety-six of the items were chosen by expert psychoanalysts as representing pathology in a child. These ninety-six items became a short form of the instrument.. Correlation between the long and short form is .96. With a n of 38 mothers of psychotic children doing the ratings the test-retest reliability of the long form is .79, and of the short form is .72.

Norms are not available for the instrument. Interpretation of the score should be handled by a trained clinician.

Available From

Wallace Mandall
John Hopkins School of Hygiene
615 N. Wolfe Street
Baltimore, MD 21215

Also available from ETS Test Collection Set D #006065

STUDENT ATTITUDE SCALE
Grades 9 - 12

Test Purpose

The scale assesses the impact of student teachers upon the attitude and achievement of high school students.

What the Test Measures

This questionnaire measures student's attitudes in five categories: school, teachers, interpersonal relationships with teachers, peers, and self.

Test Description

The instrument is administered untimed in a group setting. It contains 65 statements which are relevant to the five score categories. The students respond in an agree/disagree mode since the items have been scaled with a Thurstonian procedure.

Technical Information

A two stage item selection procedure was used. The initial pool of items were given to a group of teachers to sort into the ten Thurstone categories. Those items which met the criteria of a small discriminal dispersion and also spanned the full scale were submitted to a group of judges to determine their appropriateness for high school students.

The reliabilities of the subscores range from .67 to .88 for the majority of the scales during the pilot test using the Kuder Richardson formula 21.

Available From

Dr. Alan Seagren
Laboratory School
University of Nebraska
Lincoln, NB

Also available from ETS Test Collection Set A #007325

STUDENT DRUG SURVEY
Grades 7 - 12

Test Purpose

This questionnaire was designed to provide information on patterns of drug abuse among secondary school students.

What the Test Measures

The test was not designed to give a score for individual students. A cluster of items measures the frequency of use of nine categories of substances during three time periods. The remaining items pertain to demographic attitudinal, and factual variables that are correlated with drug use.

Test Description

The test is an untimed, 88 item forced-choice self-report questionnaire. It is amenable to machine scoring.

Technical Information

No reliability or validity data are available on the instrument.

Available From

J. R. Hays
Houston Independent School District
Houston, TX

Also available from ETS Test Collection Set B #001782

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STUDENT GEOMETRY ACHIEVEMENT TEST
Grades 4 - 5

Test Purpose

The test was designed to measure elementary school geometry concepts achievement.

What the Test Measures

The test measures several aspects of geometry in a single score.

Test Description

The instrument is a 21 item multiple-choice achievement test which may be group administered. The items on the test cover content which the author contends is presented in the 4th and 5th grade. The items are written at three difficulty levels in three content areas: 1) recall of factual knowledge, 2) performing mathematical manipulations and solving routine problems, and 3) demonstrating comprehension of mathematical ideas and concepts.

Technical Information

The test was utilized as part of a study of teacher characteristics related to the teaching of geometry in the elementary schools. Validity of the test was assessed by having it reviewed by teachers for content validity and readability. In addition, empirical data was collected in the 3rd and 6th grade to show that the test could discriminate achievement levels. No reliability information is available on the instrument.

The content validity of this instrument depends on the objectives of the user. Consequently, it should be reviewed before it is used.

Available From

C. A. Beckman
Department of Studies in Education
University of West Florida
Pensacola, FL 32504

Also available from ETS Test Collection Set E #008877

STUDENT SELF-APPRAISAL INVENTORY OF INTERESTS AND ESTIMATED KNOWLEDGE

Grades 13 - 16

Test Purpose

The instrument was designed primarily for use as a pre-test for planning content and content emphasis in health related courses at the university level, but it may also be used as a self-evaluation instrument.

What the Test Measures

The instrument produces information relevant to the interest and previous knowledge backgrounds of the respondents in 18 major areas of health education: basic health concepts; health on the college campus; mental health; marriage and the family; heredity and the environment; care of the skin, teeth, eyes, and ears; fitness; posture and body mechanics; recreation and health; rest, sleep, and relaxation; nutrition and diet; consumer health; communicable diseases; chronic and degenerative diseases; stimulants and depressants; accidents and safety; community and international health; and health careers.

Test Description

The instrument is a Likert-type rating instrument administered with no time limit. Each of the items is rated on two four-point scales. On one of the scales the student indicates knowledge level for the topic and on the other, interest in the topic. The instrument contains 125 topic areas for rating.

Technical Information

While the test was developed primarily for use with college students, upper division high school health instructors may find the item stems useful. The reliability and validity of the instrument has not been investigated.

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Available From

Dr. Josephine Gaines
Health and Physical Education
Staten Island Community College
715 Ocean Terrace
Staten Island, NY 10301

Also available from ETS Test Collection Set A #004710

STUDY OF CHOICES
Ages 16 and over

Test Purpose

This test was designed to measure a person's values and arrange the person's sub-set of values in priority order. The primary use of the instrument is in research. However, it may also be used in clinical counseling situations.

What the Test Measures

The test yields scores for twelve values: intellectual activity, home life, social service, personal improvement, friends, security, political power, comfort, excitement, wealth, society and religion.

Test Description

The test is untimed and may be administered individually or in a group. The examinee's reactions are sought to situations which reflect various value positions.

Technical Information

The instrument was copyrighted by the author in 1948. Its validity was investigated in the early 1940's and reported in several journals by the author. Because value positions may have changed in the intervening decades, the instrument should be reviewed for validity. Reliability estimates for the instrument are in the .80's and .90's.

Available From

Asahel D. Woodruff
College of Education
University of Utah
Salt Lake City, UT 84177

Also available from ETS Test Collection Set B #002492

STUDY OF PERSONAL VALUES (SPV)
Grades 11 - 16

Test Purpose

This instrument measures aspects of personality which encompass the dominant motivational factors and general preferences of the individual.

What the Test Measures

Six scale scores are produced by this instrument: 1. Practical Mindedness--getting one's dollar's worth; 2. Achievement--doing a hard job well; 3. Variety--doing new things; 4. Decisiveness--making up one's mind and sticking to it; 5. Orderliness--being well organized; and 6. Goal Orientation--having definite goals clearly in mind.

Test Description

The examinee is presented with thirty items each of which contains three statements. The examinee marks one of the three alternatives as most important and one of the alternatives as least important. Each of the six scales is represented in 15 of the items. Scores for the scales are determined by the number of items that the examinee has selected a statement associated with a scale as most important.

Technical Information

In Buros 7, the reviewer compares this instrument to Study of Values by Allport, Vernon and Lindzey and finds the latter generally more reliable and valid. The question of validity is raised in conjuction with the theoretical framework upon which the Study of Values is based and the lack of a convincing rationale put forth by the author of SPV. However, on the whole the reliability of the SPV was found to be adequate.

The instrument is recommended for primarily research use until more information relative to the validity of scores is gathered. However, researchers using the instrument should take note of the ipsative nature of the scoring used in this instrument and plan techniques carefully to accommodate this scoring system.

Available From

Science Research Associates, Inc.
155 North Wacker Drive
Chicago, IL 60606

A STUDY OF YOUNG PEOPLE
Adolescents

Test Purpose

This questionnaire collects information regarding the drinking attitudes and practices of male adolescents, particularly delinquent male adolescents for whom alcoholism may be a problem.

What the Test Measures

The questionnaire is not designed to yield a single score which represents a trait. Rather it is used to show the incidence or occurrence of drinking in various sub-groups of adolescents.

Test Description

The questionnaire consists of 174 items. Questions include personal data, i.e., which parent living with, job history, plus items which collect information about drinking habits, motivation, and desire to drink.

Technical Information

While the traditional measures of reliability and validity are unavailable for this instrument, it was used in a study of 600 male adolescents. The instrument showed that the incidence of use of alcohol was similar among delinquents and non-delinquents but frequency and occurrence of excessive drinking took place more frequently among delinquents.

Available From

Dr. Edward Blacker
Division of Alcoholism
Mass. Dept. of Public Health
Boston, MA

Also available from ETS Test Collection Set A #007526

SURVEY OF STUDENT INTERESTS IN, AND OPINIONS OF MATHEMATICS
Junior High
Form L

Test Purpose

The test is intended to measure the following four facets of the student's attitude toward mathematics: enjoyment of word problems, enjoyment of pictorial problems, appreciation of the utility of mathematics, and security with mathematics.

What the Test Measures

The test produces four subscores in addition to the total score. The subscores are the same as the facets listed above. Total score is said to reflect both attitude toward mathematics and degree of confidence in math ability. The developers of the instrument were more interested in the subscales than the total.

Test Description

The instrument may be group administered. It is a self-rating by students. The response format given to students is all Likert-type, but contains 3, 4, and 5 point scales.

Each of the subscales is measured with a different part of the test. Part I (enjoyment of word problems) has 12 pairs of problems. Part II (enjoyment of pictorial problems) has 10 items. Part III (appreciation of utility of mathematics) has 10 items. Part IV (security with mathematics) has 6 items. The enjoyment parts of the test are presented together.

Technical Information

Reliability of the subscores was estimated using the split-half method. The scale coeficients are .61 for security, .51 for utility, .78 enjoyment-pictorial problem and .78 for enjoyment-word problems.

Validity was assessed by correlating the scale with self-rating and with ITBS. The correlations with self-ratings were from .11 to .25 and significantly different from zero. In addition, the scale's correlation with a self-rating of the same scale was greater than with ratings of different constructs. The correlations between the scale and ITBS were lower than the reliabilities of either set of instruments. The author jduges this as evidence that achievement and attitude are independent traits.

Available From

Linda A. Michaels
Office of Institutional Studies
Stockton State College
Pomona, NJ 08240

Also available from ETS Test Collection Set E #009073

SURVEY OF STUDY HABITS AND ATTITUDES
Form H: Grades 7 - 12
Form C: Grades 12 - 14

Test Purpose

The manual states that the test has been constructed to achieve the following purposes: (1) to identify students whose habits and attitudes are different from those of students who earn high grades, (2) to aid in understanding students with academic difficulties, and (3) to provide a basis for helping such students to improve their study habits and attitudes.

What the Test Measures

The test produces one score which may be described as a composite of three components. The test measures study methods, motivation for studying, and attitudes toward classroom activities. It predicts success in college achievement, but is not a test of aptitude.

Test Description

The survey has 75 items which are rated on a Likert-type scale from "rarely" to "almost always". Separate scoring keys are available for men and women. The instrument may be either hand scored or machine scored. However, no scoring service is available. The publisher also has available a special "Counseling Key" which may be laid over the answer sheet to identify certain practices which cause students difficulties.

Technical Information

Two types of reliability coefficients are available on the instrument. A small sample was used with an estimation method for internal consistency which yielded coefficients of .92 for men and .84 for women. Two test-retest studies were conducted. Results were .95 for men and .93 for women (with a two week interval) and .88 for men and .84 for women (with an eleven week interval).

Validity studies for the most part involve the correlation of this measure with measures of academic achievement and ability. Correlations between the survey and grade point average was positive and significant (.40's). Correlations between the survey and aptitude were low. Multiple correlations of the survey and aptitude combined with grades were significant. While the instrument can be used to advantage in uncovering difficulties, its use requires judgment of trained educators who are sensitive to the limitation inherent in self-reports.

Available From

The Psychological Corporation
Regional Office
7555 Caldwell Avenue
Chicago, IL 60648

TANDY'S SEMANTIC SCALE FOR ATTITUDES TOWARD SMOKING
Grades 7 through 12 and adult

Test Purpose

The test is designed primarily as a research instrument to measure the degree of positive or negative affect concerning smoking.

What the Test Measures

The test uses the semantic differential item response format to elicit responses to concepts which concern smoking. A single score is provided to give an indication of attitude toward smoking.

Test Description

Twelve concepts are presented to the respondent to be rated on a nine point semantic differential scale. The author contends that six of the concepts are relevant to smoking and six of the concepts are not relevant to smoking but are "disguised" to prevent the Hawthorne effect. The score is derived by averaging the smoking concepts ratings only. The disguised items appear to be pretty obvious.

Technical Information

No reliability, validity, or normative data are available for the instrument. Since the instrument was designed primarily for research use, wide spread use of the instrument for evaluation purposes would be very risky. The author states that the concepts were selected because they are understandable to a seventh grader, but without data to that effect, the user should verify the understandability of the concepts.

Available From

Ruth E. Tandy
Department of Health
Texas Woman's University
Box 23717, TWU Station
Denten, TX 76201

Also available from ETS Test Collection Set E #006410

TEST FOR ANALYTICAL COGNITION OF MATHEMATICAL CONTENT

Test Purpose

This test is designed to measure the cognitive processes involved in analyzing numerical and algebraic mathematical situations. The difficulty level is suitable for students who have completed one algebra course.

What the Test Measures

The test is designed to measure analytical cognition rather than achievement in algebra. It was developed as part of a research study to investigate non-specific transfer of learning.

Test Description

The test is a 40-item multiple-choice test designed to be administered in two sittings during a regular classroom period. The test is hand or machine scorable if the user has access to an optical scanning

Technical Information

Content validity of the test items was established by a review of the items by a panel of experts. In a sample of 106 high school students, all of the items were shown to be positively discriminating.

The reliability of the instrument was assessed using the Kuder-Richardson Formula 20 and was found to be .90.

Available From

Dr. James S. Cangelosi
Dept. of Elementary and
 Secondary Education
University of N. Florida
Jacksonville, FL 32216

Also available from ETS Test Collection Set E #010251

TEST OF CREATIVE POTENTIAL (TCP)
Grades 2 - 12

Test Purpose

The TCP measures the creative potential of children who can already write and draw. Percentile and stanine norms for both Form A and B of the TCP are reported for five different grade level groupings, so these comparisons can be made.

What the Test Measures

The TCP combines many aspects of creative potential into one scale. The TCP assesses creativity factors of fluency, flexibility, orginality, and elaboration, although the test does not allow for determining separate scores for each of these factors.

Test Description

The TCP has three subtests and is administered in from 22 to 30 minutes. One subtest requires the child to decorate a picture. The other two subtests require the child to write words in list fashion. Form A of the test is eleven pages long. A test manual is provided. TCP scoring is technical, precise, and time consuming, but yields high inter-scorer reliability (N .95). A classroom score roster form from the TCP is provided.

Technical Information

Internal consistency reliability estimates for Forms A and B of the TCP are reported for five grade level groups. Test-retest and alternate form reliability estimates of the TCP are reported for grades 2, 3, and 4. The test validity has been explored through two approaches. The first examined the correlation between TCP scores and IQ scores of two grade levels in an effort to show that the TCP is not determined by IQ status. The correlations calculated were from .52 to .59. While the correlation is not strong it does show a relationship. The second validity approach examined pre and post-test performance of students in a special instructional program stressing creative thinking. The t-test for significance of improvement was significant beyond the .01 level. Note that potential is not the same as improvement which was the dependent variable in the research study.

Available From

Monitor
Hollywood, CA

TEST OF DIRECTED IMAGINATION
Grades 5 - 12

Test Purpose

The test is a projective method of personality assessment in school-related situations.

What the Test Measures

A personality profile is produced with scores on the following dimensions: 1. amount of content, 2. graphic quality, 3. imaginative to banal, 4. specific to general, 5. optimism to pessimism, 6. lucid to incoherent, 7. dynamic to static, 8. educational to other, 9. warm to hostile, 10. active-autonomous to passive-dependent, and 11. adult focus to child focus.

Test Description

The examinee is asked to write four stories about teachers and their experiences. Each of the stories is rated on each of the scales. Training is required to perform the rating of the stories. Scale one has no ceiling in that it is determined by the length of the story written by the examinee. Scales 2 through 11 have a maximum number of points at 50.

Technical Information

A study of interrater reliability coefficients from .75 to .96 shows that most of the scales can be rated in the same manner by trained raters. However, two of the scales showed rater coefficients of .27 and .32.

The validity of the instrument has been primarily investigated with an adult population, specifically individuals in teacher training. These studies may not be relevant evidence for the validity of the instrument when used with elementary or secondary populations.

Available From

Dr. Donald J. Veldman
Department of Educational Psychology
University of Texas
Austin, TX

Also available from ETS Test Collection Set A #007595

TEST OF ECONOMIC UNDERSTANDING
High School and College
Form A and B

Test Purpose

The test is an achievement test in economics.

What the Test Measures

The test reflects achievement on a set of objectives in economics. However, one reviewer in Buros 7 points out that the test has an extremely high correlation with intellegence and may not be a straightforward measure of achievement.

Test Description

The test contains 50 multiple-choice items which cover facts, principles, and application of principles.

Technical Information

The validity of any achievement test must be judged by the prospective user. However, in the case of this instrument the classification of items in the manual is so general that the user is advised to go to the instrument itself to make judgement.

Reviewers have commented on the extremely difficult vocabulary used in the instrument, and its correlation with intellegence measures. This test (even if it matched the teacher objectives), should not be used with a group of poor readers.

The reliability of the instrument is adequate to make judgments about individuals. All reported coefficients are over .80.

Available From

Science Research Associates, Inc.
155 No. Wacker Drive
Chicago, IL 60606

TEST OF GRAMMATICAL STRUCTURE
Elementary and Junior High
Four alternate forms

Test Purpose

The test was designed to assess elementary grade pupils' knowledge of grammatical structure.

What the Test Measures

The total score represents the ability of a child to translate nonsense syllable sentences into English, preserving the complexity of the structure of the sentences.

Test Description

The test contains 48 items on each of four equivalent forms. The items are in the form of nonsense syllable sentences which are constructed to represent four basic sentence patterns at three levels of structural complexity. The sentence patterns presented are: 1. noun-verb-object complement, 2. noun-linking, verb-linking, verb-complement, 3. noun-verb-object, and 4. noun-verb-indirect object-direct object. The levels of structural complexity represented are: 1. single words in patterns slots, 2. clauses in noun, adjective, or adverb pattern slots, and 3. pattern slots filled with compound noun-verb phrases, verb phrases, prepositional phrases, or adverbial phrases.

The task of the examinee is to write the translation of the presented sentence. Scoring is done by hand and calls for judgment on the part of the scorer. The translation must represent the pattern and complexity level of the item or it is incorrect.

Technical Information

A pilot study was used to shorten the forms to the current level of 48 items each. No validity study is presented. The author claims content validity was established through a survey of language used by elementary children, but does not specify details.

The reliability was established by Hoyt's analysis of variance technique. All four forms were administered to a small sample of fourth graders. A composite reliability for all four forms was found to be .92. The author states that the forms have sufficient coefficients of equivalents, but does not give the exact figures.

Available From

Lois C. Degler
Programs for Educators of Children
George Peabody College for Teachers
Campus Box 165
Nashville, TN 37203

Also available from ETS Test Collection Set D #008330

TEST OF LOGICAL THINKING (TOLT)

Grade 6 and above

Test Purpose

The test is an objective measure of formal reasoning required to select the correct solution to a problem posed, and to give an explanation for the selection of the solution. The instrument is based on the work of Inhelder and Piaget.

What the Test Measures

The test measures formal reasoning ability as it is defined in Piaget's theory of development, not in the sense of formal rules of logic. Five different aspects of reasoning are presented on the measure -- proportional reasoning, controlling variables, probabilistic reasoning, correlational reasoning and cominatorial reasoning.

Test Description

The test consists of ten items, each of which presents a problem to the examinee in a multiple choice format. The item contains five options from which to select. After the selection of an answer to the multiple-choice question, the examinee selects one of five reasons for his/her answer. An item is scored correct if both the answer to the multiple choice item and the reason are correct.

The test is given in a group setting under untimed conditions. The time required for the test to be administered is approximately 40 minutes.

Technical Information

The overall internal consistency of the instrument was .85. The authors also report reliabilities on two-item subtests of the instrument to range from .56 to .82. The subtests represent the various factors of formal reasoning. However, in the validity studies only total test score is used.

The TOLT was correlated with the Integrated Process Skills test in an elementary sample and yielded coefficients from .57 to .59. In a college sample, the test was correlated with measures of achievement in Biology and Genetics resulting in coefficients of .54 and .55 respectively.

Also in a college sample the test was correlated with the SAT resulting in coefficients of .66 (with SAT-Quantitative) and .33 (with SAT-Verbal).

Available From

Kenneth C. Tobin
University of Georgia
Department of Science Education
Athens, GA 30602

TESTS OF ACADEMIC PROGRESS
Grades 9 - 12
Forms 1 & 2

Test Purpose

This battery is designed to survey student achievement in a wide variety of school subject matter areas. Care should be taken not to over-emphasize the results for diagnostic purposes.

What the Test Measures

This battery includes subtests in SOCIAL STUDIES, COMPOSITION, SCIENCE, READING, MATHEMATICS, and LITERATURE. As with any achievement test, the task of determining the validity of the measures must be assumed by the user.

Test Description

All subtests are contained in a single 94-page test booklet. Within each test there is an overlapping of test items between successive grades so that, for example, grade 9 students will use items 1 through 65, and grade 10 students will use 21 through 85. TAP is very similar to Iowa Test of Basic Skills in various aspects of its development and production, including a joint standardization program and the availability of MRC scoring services. The total battery takes from 330 to 370 minutes depending on level and may be given in 3 sessions. Several scoring options are available through the scoring service. This includes a number of print options for the individual student, but also reports for buildings and reports for the system as a whole. The instrument may also be hand scored with stencils.

The norm group was carefully selected in conjunction with the ITBS to insure that the sample was representative of both public and parochial school pupils.

Technical Information

Reliability information of the battery presented in the manual is a split-half estimation. The coefficients are in the .80's and the .90's. The manual states that while alternate forms' coefficients were not calculated, they probably would have been somewhat lower.

While the reviewer (Buros 7) agrees with the publisher concerning the requirement for the users to make judgments concerning the content validity of the battery, he does comment upon the material in the battery. He indicates that he is aware of the problem of producing a battery for the secondary school in which one is faced with one test which must be valid and useful for students in a great variety of specialized programs.

TAP has elected to address the testing to six basic skill content areas. In each area, the items appear to be based largely on skills that would be developed in relatively basic courses. Therefore, persons using this instrument would temper their appraisal of a pupil's performance on a given subtest by considering the courses he/she has taken in the area. The reviewer also states that this type of battery lends itself much better to a diagnosis of the extent to which pupil performance is in keeping with the amount of course work taken than does a test of general development. In addition to a review of the total battery, reviews for each of the subtests are presented in Buros 7, by subject matter specialists.

Available From

Houghton Mifflin Company
Wayside Road
Burlington, MA 01803

TESTS OF ACHIEVEMENT AND PROFICIENCY
Grades 9 - 12
With levels 15 - 18

Test Purpose

The battery measures a wide range of content areas in each of the grade levels.

What the Test Measures

The complete battery provides scores in each of the following areas:

READING COMPREHENSION: fact retention, inference, and generalization from textbook material.
MATHEMATICS: computation, concepts, problem solving.
WRITTEN EXPRESSION: spelling, punctuation, grammar, usage, organization, and form.
USING SOURCES OF INFORMATION: reading maps, graphs, and tables, and knowledge and use of reference materials.
SOCIAL STUDIES: knowledge of economics, geography, sociology, anthropology, political science, and history.
SCIENCE: knowledge of science, biology, earth science, space science, chemistry, and physics.

Test Description

Hand scorable and machine scorable answer sheets are available in addition to provision for a scoring service. Time of testing depends upon the items selected from the battery, each of the tests takes 40 minutes to administer. Time for the complete battery is four hours, and time for the basic battery is two hours and 40 minutes (reading, mathematics, written expression, and using sources of information).

A single booklet is prepared for all of the levels, with items overlapping from one level to the next, e.g., the mathematics test at level 15 is items 1 through 48 and at level 16 the test is items 17 through 64. The number of items per test is relatively similar at each level. Reading ranges from 60 to 62 items, written expression from 62 to 63 items, all mathematics levels have 48 items, using sources of information ranges from 63 to 69 items, all social studies levels have 60 items and science ranges from 60 to 63 items.

Empirically determined fall and spring norms are provided at all levels. Various scale scores are available--percentile ranks, stanines, grade equivalents, age equivalents, normal curve equivalents, and standard scores. Special norms are available in addition to national norms--regional, big city, catholic/private school, and high and low socio-economic status schools. If the scoring service is purchased, a great many alternatives are available for providing group information. See the publisher's catalog for complete descriptions.

Technical Information

The norm group is the result of a complex sampling design which was designed to produce a group proportionate in terms of district size, geographic regions of the country and socio-economic status of the school district. The norms are based upon approximately 20,000 pupils at each grade level.

Split-half reliability coefficients are presented for each of the subtests for each of the grades, expect Using Sources of Information for which only preliminary information is available. All of the coefficients are in the .80's and .90's. The developers suspect that Using Sources of Information's coefficient will be in the high .80's because of its similarity to the ITBS Work Study test.

The question of content validity must be answered by the user of the instrument. Reviewing the items for congruence with the objectives of instruction is essential. The test developers point out that test items were written based on reviews of curriculum guides, textbooks, and the latest professional journals, but the user is the ultimate judge of content. The items on this instrument were checked for content representativeness for cultural groups and both sexes. A validity issue is the extent to which the subtests correlate with each other. The subscores on this battery correlate from .51 to .78 with each other.

To further establish validity, the instrument was correlated with the Cognitive Abilities Test at grade 10. The range of coefficients was from .54 to .78 with the lower correlations occurring with the nonverbal scale of the CAT. However, it should be noted that the subscores of the CAT correlate with each other at .6 or .7.

Available From

Houghton Mifflin Company
Wayside Road
Burlington, MA 01803

TESTS OF BASIC EXPERIENCE
Levels K & L Cover Pre-K - 1

Test Purpose

The test is a screening device to measure readiness for first grade. It is an achievement test and the user should review the instrument to judge whether planned instructional content is covered on the instrument.

What the Test Measures

The battery consists of four tests: Language, mathematics, science, and social studies. Also available is a general concepts test, a composite of the four tests in the battery, which can be administered in place of the longer battery.

Test Description

The test is group administered. Because of the age of the target examinee group, it is suggested that the administrator have one assistant for each four to six children at the K level and one assistant for each six to ten children at the L level. Each of the tests is administered in twenty-five minutes and contains twenty-eight items. The administrator reads the item and the child marks a picture which represents the correct response.

The answer booklets can be hand scored, or a scoring service is available.

Technical Information

The norms for the instrument are based upon 10,300 students. However, the age range for the pre-K sample is not well described.

The user must review the concepts measured on this instrument to check for the congruence between measures and instructional objectives. The reviewer of the instrument (Buros 7), judged some of the items to measure concepts which may not be relevant to many educational programs.

Available From

Regional Manager
CTB/McGraw Hill
Manchester Road
Manchester, MO 63011

THOMPSON SMOKING AND TOBACCO KNOWLEDGE TEST
Grades 7 - 16

Test Purpose

The test was designed as a feedback instrument for teachers relative to student understanding of smoking. The instrument measures knowledge of smoking and personal attitudes toward smoking. Part of the instrument is scored like an achievement test, with right and wrong answers, while part is scored like an attitude instrument.

What the Test Measures

The test produces two scores:

PERSONAL AND PSYCHOLOGICAL: which includes historical and affective concepts related to smoking, e.g., expense and women smokers and is based on nine items.
KNOWLEDGE: which includes knowledge of the psychological effects of smoking, and is based upon sixteen items.

Some users have combined the two sections for a total score, but the meaning of total is unclear.

Test Description

The test is a twenty-five item untimed instrument. All of the items are forced-choice. The items may be hand scored or a machine scorable answer sheet may be used.

Technical Information

No validity information is available. However, if the knowledge part of the test is to be used as an achievement measure, the user should review the instrument for content validity himself or herself. In a test-retest, reliability study with a four week interval between testing, the correlation was found to be .90.

Available From

Dr. Clem W. Thompson
Professor of Health Education
Mankato State College
Mankato, MN 56001

Also available from ETS Test Collection Set A #003083

THORNDIKE DIMENSIONS OF TEMPERAMENT
Grades 11 - 16 and Adult

Test Purpose

The author suggests that the instrument is useful as an adjunct to counseling, especially when psychopathology is not an issue. He also suggests its use in career development and personnel utilization problems in industry.

What the Test Measures

This inventory was designed to assess ten bipolar normal dimensions of temperament. The polarities have been labeled: Social versus solitary, Ascendant versus withdrawing, Cheerful versus gloomy, Placid versus irritable, Accepting versus critical, Tough-minded versus tender-minded, Reflective versus practical, Impulsive versus planful, Active versus lethargic, and Responsible versus casual.

Test Description

The basic format consists of 20 sets of 10 items each. In a given set, there is one item relating to each of the 10 polarities. The examinee is instructed to select the three items in each set that are most descriptive of him/her and the three that are the least descriptive. Each of the items in a set are closely matched with respect to polarity, i.e., each is as frequent as the others in terms of the frequency with which it is selected by people. The author contends that this procedure of item selection has protected the scores from social desirability or faking.

Technical Information

A number of comprehensive reviews of the instrument appear in Buros 7.

This instrument was designed to measure the same traits as those on the Guilford-Zimmerman Temperament Survey. Scores show good correlations with self-ratings and modest correlations with ratings by associates. The range of internal consistency reliabilities for the scales is .46 to .88, with most of the scales in the .70's and .80's. Although less reliable than the G-Z, the intercorrelation among the ten scales on this instrument are considerably lower than the G-Z.

Norms in the form of percentile equivalents for raw scores are provided for college freshmen and combined eleventh and twelfth graders, but separately for males and females. The number of individuals in the norm group is large (5,500), but descriptions of selection procedures and demographics do not allow for a judgment of representativeness.

Available From

The Psychological Corporation
Regional Office
7555 Caldwell Avenue
Chicago, IL 60648

VALUE SOCIALIZATION SCALES
Grades 4 - 6

Test Purpose

This instrument measures the degree to which a child has learned the values necessary to fit into any society or to choose among the sub-cultures available to him/her. The scales are intended for research use primarily.

What the Test Measures

The device consists of two scales: in the first, the value socialization scale, the child is asked to rate a series of behaviors reflecting basic social values. In the second, the values differential scale, he is asked to indicate how much he admires a child who performs various acts. The test measures valuing of academic achievement, affiliation, obedience, good manners, honesty, kindness, physical development and diligence.

Test Description

The device contains eighteen items -- 10 items on the value socialization scale and 8 items on the values differential scale.

Technical Information

Internal consistency reliability for the value socialization scale was .77 in a fall measure and .76 in a winter measure. The value differential measure internal consistency scale had internal consistency reliability of .95 in both the fall and winter. Scores are taken on each of the items on the differential scale in some instances. There is little evidence that each score represents a unique aspect of valuing since the correlation between the items and the scale range from .58 to .85.

Available From

Richard L. Gorsuch
Associate Professor
Institute of Behavioral Research
Texas Christian University
Fort Worth, TX 76129

Also available from ETS Test Collection Set B #007592

WHAT COULD IT BE? (Pilot Edition)
Ages 3 - 10

Test Purpose

The test is designed to measure orginality in pre-school and early elementary children.

What the Test Measures

The test measures flexibility and fluency in the Torrance conceptual definition of creativity.

Test Description

The test consists of a set of wooden geometric blocks. For each block, the child is asked to think of as many things as he can that are suggested by the shape of that block. Due to the preliminary nature of this edition, a scoring key is not available.

Technical Information

Neither reliability nor validity information are available for this edition of the instrument.

Available From

E. Paul Torrance
Educational Psychology
College of Education
University of Georgia
Athens, GA 30601

Also available from ETS Test Collection Set B #005785

WHAT KIND OF PERSON ARE YOU?
Ages 9 - 16 and Adult

Test Purpose

The instrument provides an index of an individual's disposition to function in creative ways. The author of the index recommends its use as a quick screening device.

What the Test Measures

This instrument is an index of personality characteristics which foster creativity.

Test Description

The test is group administered and either hand or machine scored. It contains fifty paired forced-choice items describing personality characteristics, e.g., curious/energetic. Time necessary for administration is estimated at between 5 and 10 minutes.

Norms are available based upon 4,000 persons from various regions of the United States at the high school, undergraduate, and graduate student levels.

Technical Information

Four test-retest reliability studies were done with relatively small samples. Two of the coefficients are in the .90's, with "one week" and "same day" intervals and two of the coefficients were in the .70's, with "one week" and "one month" intervals.

Validity studies involved the correlation of this measure with *Sounds and Images* and with *Onomatopoeia and Images* resulting in coefficients of .75 and .52 with *Sounds and Images*, and .48 and .37 with *Onomatopoeia and Images*. The test also correlated .73 with ratings of originality of imagination in stories.

Available From

E. Paul Torrance
Georgia Studies of Creative Behavior
University of Georgia
Athens, GA

Also available from ETS Test Collection Set B #007206

WOODCOCK READING MASTERY TEST
Grades K - 12
Forms A & B

Test Purpose

The test has been designed for diagnosis of particular reading difficulties.

What the Test Measures

The highlight of the tests consists of the use of a Mastery scale especially designed to resemble a true interval scale. The same set of numbers in this scale represents either reading ability or the difficulty of a reading task. Three final scores are provided: the reading grade scale, the easy reading level, and the failure reading level. Other scores include the mastery score at grade, the achievement index (mastery at grade minus mastery) and the relative mastery at grade. A mastery profile is provided for each examinee. The subtest scores are entitled as follows and measure:

LETTER IDENTIFICATION: identification of various upper and lower case letters which are presented in both manuscript and cursive type face.
WORD IDENTIFICATION: sight word reading skills.
WORD ATTACK: decoding skills by use of nonsense words selected for their relationship to different word attack skills.
WORD COMPREHENSION: comprehension of word meanings in relative isolation.
PASSAGE COMPREHENSION: comprehension in context.

Test Description

The test is administered individually with an easel format. The script for the examiner is written on the side of the easel facing him/her. The correct answers are also shown to the examiner. One area of difficulty may be in establishing a basal level for the examinee. The manual is ambiguous as to the possibility of basal scores above established basals, and the possible discounting of errors below the second basal.

Due to the many available scoring options, the manual has a rather involved section on scoring. Some may find it difficult to follow and practice may be necessary to become comfortable with administration of this test.

Technical Information

Two forms of reliability were investigated. Alternative forms yielded reliability coefficients from .83 to .97. Split-half correlation estimates of reliability for the subtests ranged from .97 to .99. The validity of the instrument was studied through correlational techniques. There isn't a great deal of validity information on this instrument.

Norms are available for most areas where intended use is within a school setting. Local norms can be established by collecting data for eleven variables and using a formula available in the back of the test manual. Reviewers of the instrument have commented on the value of the test both in the scores that are obtained and the clinical information which it yields the examiner for determining reading difficulties.

Available From

American Guidance Services, Inc.
Publishers' Building
Circle Pines, MN 55014

WOODS, COOPERATIVE INDUSTRIAL ARTS TESTS
Grades 7 - 9

Test Purpose

The test is designed as an achievement test to measure the knowledge gained from one semester of instruction in woods.

What the Test Measures

Items on this instrument measure knowledge of tools, material, processes, safety, and wood industry.

Test Description

The instrument is timed at 35 minutes. It contains 50 four-choice, multiple-choice items. A separate answer sheet is used which may be machine or hand scored. Because of the length of the test and the time allowed, slow readers may not complete the instrument. Care should be taken in selecting this instrument.

Technical Information

The user of this test must decide the extent to which the items of the instrument match the objectives of instruction. Reliability of the instrument was assessed using Kuder-Richardson Formula 20, yielding a coefficient of .81. Percentile norms calculated for groups of slow readers are also available for the instrument. Before using the norms, be sure to match the characteristics of your class with the norm group.

Available From

Educational Testing Service
Princeton, NJ 08540

WORK VALUES INVENTORY (WVI)
Grades 7 - 12

Test Purpose

The test can be used to identify a student's value structure. Knowing the values which motivate an individual and having information concerning the values which are most readily realized in various occupations and work settings, will be an important basis for counseling or decision making to guide the individual through career and vocational decisions.

What the Test Measures

The test postulates that 15 different work-related variables or constructs entwine and comprise an individual's value for work. This test yields a measure for each of the 15 constructs for the test taker.

Test Description

The WVI is a two page, 45 five-point rating scale item type test administered in roughly 15 minutes. Scoring can be done manually with a scoring key provided, or mechanically by returning the test booklets to Houghton Mifflin Scoring Service.

Technical Information

The WVI was standardized on a National sample of 10,000, 7-12th grade students in 1968. Percentile norms for each construct are reported for each grade level and each sex. Test-retest reliability scores were obtained for 100, 10th graders in 1968-69 for each of the 15 scales (constructs) ranging in value from .74 to .88. A manual available with the test reports on the intercorrelation of the 15 scales (the degree the scales are independent of each other) and the correlation of the WVI scale scores with the scale scores of two other tests purporting to measure the same variables (a measure of WVI's construct validity).

Available From

Houghton Mifflin Company
Wayside Road
Burlington, MA 01803

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